DOCUMENT RESUME

ED 438 864 JC 000 200

TITLE	University of Hawaii Community Colleges Strategic Plan, 1997-2007.
INSTITUTION	Hawaii Univ., Honolulu. Office of the Chancellor for Community Colleges.
PUB DATE	1996-00-00
NOTE	72p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Change Strategies; *Community Colleges; *Educational Planning; Higher Education; Mission Statements; Policy Formation; Prediction; Strategic Planning; Systems Analysis; Two Year Colleges
IDENTIFIERS	*University of Hawaii Community College System

ABSTRACT

This strategic plan was prepared to provide an overall direction for, and to enhance the quality and credibility of community colleges for the decade 1997-2007. Hawaii's community colleges are administered under the University of Hawaii system. The basic mission of the community colleges is to provide accessible postsecondary education to all citizens 18 years or older, teach both liberal arts and sciences courses as well as specialized technical and vocational education, customize employment training and contribute to the cultural and intellectual life of the community. External issues addressed in the plan are changing demographic trends due to the increasing number of ethnically diverse students, and women who are entering the work place. Also addressed are how the community colleges plan to meet the changing nature and distribution of work as employment shifts to the service sector. Like mainland institutions, the University of Hawaii system and its community colleges face a decline in public resources allocated to higher education, and must also meet the challenges of public expectations regarding distance education and how education should be delivered. The plan includes an analysis of external, operational, and program efficiency issues for each of its community colleges. Specific information on how each community college is meeting strategic goals is included. (AF)

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University of Hawai'i
COMMUNITY COLLEGES

STRATEGIC PLAN

1997 - 2007

Office of the Chancellor
2327 Dole Street
Honolulu, Hawai'i 96822

November 1996

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CONTENTS

Preface	1
Mission	2
Philosophy	3
Strategic Context	4
A Coherent Strategy	6
Resource Utilization	13
Appendices	17
A. Analysis of External and Internal Issues	
B. Campus Priorities & Plans	

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PREFACE

During the past decade, the community colleges have made great strides in postsecondary education in Hawai'i. Through committed service to communities and personal attention to the progress of individuals, the community colleges have played a dynamic role as an integral member of the University of Hawai'i.

The development of the community colleges, however, has been more than happenstance. Through careful and reasoned planning, and through the leadership of campus members, the community colleges has matured in its mission, objectives, and achievements. For example, the *Directions for the 80s* provided the crucial platform for the development of the past decade. In 1984, a changing context resulted in *New Directions for the 80s*, which continued the upward progress of community college system. This key document was soon followed by *A Blueprint for Learning* and *Expanding Horizons: Toward the 21st Century*, which intend to guide the educational development of the community colleges.

Community college planning has been accomplished in full recognition and consideration of major University of Hawai'i and statewide planning documents which provide a broader and more wide-ranging perspective toward higher education directions in the State of Hawai'i. The community college plans have been consistent with the *State Higher Education Functional Plan*, and the *State Master Plan for Vocational Education*. Today, we are guided by our recently completed performance review and resource utilization study; by *A Statewide System and Beyond: A Master Plan for the University of Hawai'i*, adopted by the Board of Regents in January 1991, and by *The University of Hawai'i Strategic Plan 1997-2007* adopted by the Board of Regents in November 1996.

In addition, community college educational development has been guided by campus academic development plans and accreditation site evaluations. Together, planning, implementation, and management have provided a community college system which is considered one of the best and most comprehensive in the delivery of postsecondary education in the Pacific-Asian Basin.

The University of Hawai'i Community Colleges is one of the leading educational institutions in the Pacific and intends to continue that path into the 21st Century. However, with increasing complexity and interdependency of institutions in society, a clear and focused strategy is necessary to capitalize on the rapidly changing information and technological era. To meet the many needs, our community colleges have embarked on this ambitious effort to review, debate, create, and integrate the many planning directions and needs into a pro-active strategy.

The purpose of the Community College Strategic Plan is to provide the overall direction for the Community Colleges in the next ten years, 1997-2007. Attention and action from all members of the community college system are needed in order to implement this strategy and to meet the postsecondary goals of our citizenry. The formulation of this strategy and the attainment of the goals set forth are critical if we are to retain and enhance the quality and credibility of Hawai'i's community colleges.

Joyce S. Tsunoda
Senior Vice President for the University of Hawai'i
and Chancellor for Community Colleges

MISSION

The Hawai'i's Community Colleges, as an integral part of the University of Hawai'i system, have a mission that is derived from the basic mission of the University of Hawai'i, which recognizes that "the University of Hawai'i is committed to the...development of the State's greatest asset, its people."

The UH Community Colleges enable the University of Hawai'i system to meet its mission/mandate of putting postsecondary education within the reach of every resident who wants and can benefit from it. As open-door, low tuition institutions, they offer State residents access through seven degree-granting campuses, affiliated outreach centers, and a flexible, short-term workforce training center. Opportunity is afforded those who can benefit and either have completed high school or are 18 years of age. For some, community college classes are the first step toward a baccalaureate or post-graduate degree; for others, they provide training or retraining in skills tailored to Hawai'i's job market. The nature and extent of the opportunity provided by the UH Community Colleges are conditioned by the desire, commitment, and preparation that prospective students bring to their postsecondary education endeavors.

The instructional, scholarship, and service missions of the Community Colleges are inseparable. Presenting knowledge through effective teaching is a special strength. This requires scholarship that focuses on the instructional enterprise, thus ensuring that students are prepared for advanced baccalaureate work, employment, and/or job upgrading. Achieving this outcome, while providing for students' personal enrichment, is the fundamental service mission of the UH Community Colleges.

As a system, the array of academic, technical, and occupational subjects offered by the University of Hawai'i Community Colleges is comprehensive. It focuses on liberal arts and sciences instruction as part of baccalaureate degrees, career and occupational programs, developmental academic instruction, continuing education, public and community service programming, workforce development training, and related support services. In addition, as part of the larger University of Hawai'i system, the Community Colleges facilitate the planning, scheduling, and delivery of baccalaureate and graduate degree programs throughout the State.

Within this context, the purposes of community colleges of the University of Hawai'i are to:

- Broaden access to higher education in Hawai'i by providing the opportunity for any high school graduate or adult aged 18 or older to enter quality educational programs within his or her community.

- Specialize in the effective teaching of diverse liberal arts and sciences so that Community College graduates are prepared to enter the workplace or advance with confidence toward baccalaureate degrees.

- Provide semiprofessional, technical and vocational education and training that prepares students for immediate employment and supplies the para-professionals, technicians, and crafts-people needed by Hawai'i business and industry.

- Offer continuing education in the form of general and customized employment training, as well as non-credit instruction that emphasizes occupational advancement, career mobility, and personal enrichment.

- Contribute to the cultural and intellectual life of communities throughout Hawai'i by sharing leadership, knowledge, problem-solving skills, and informational services; by offering forums for the discussion of ideas; and by providing venues in which community members can both exercise creativity and appreciate the creative work of others.

PHILOSOPHY

The University of Hawai'i Community Colleges has a set of core values which influences and guides the fundamental decisions, attitudes, and behavior of its members. These core values are to be communicated throughout all levels of the community colleges, practiced daily by management, faculty, and staff, and fulfilled without compromise in their application. These values will provide the cohesion, consistency, and inspiration for members to serve our students and communities:

- **Students First** - as a fundamental attitude in helping students to grow, learn, and to become contributing members of society and our communities.

- **Universal Access** - to ensure that all individuals who can benefit, including traditionally disadvantaged adults, will have the opportunity to pursue a postsecondary education within available resources and guidelines for achievement and completion.

- **Quality** - of our instruction, service to others, and workmanship.

- **Strong Community Ties** - to assist in raising the levels of academic and technical achievement and to assist in developing the community.

- **Think Globally - Act Locally** - to help students to grow, learn, and to become contributing members of a global society while also being effective contributing members of our local communities. The multi-cultural backgrounds of our students are our strengths, and we want the students to appreciate the multi-cultural environments in which they will live, learn and work.

STRATEGIC CONTEXT

External Issues

Over the past decade, the Pacific region, the nation, and the State of Hawai'i have experienced profound changes which will shape the Community Colleges well into the next century. When charting a course for our development over the next decade it is critical that we be prepared to respond to these major external forces. The Pew Higher Education Roundtable summarized a number of issues which have been considered in the development of this plan. These issues include:

Changes in demographics - we are becoming more ethnically diverse, and a greater percentage of women are entering the workplace;

Changes in the nature and distribution of work - employment is shifting to the service sector, and increasingly a college degree has become necessary for entry to the workforce;

Changes in public finance - people are less trusting of government and more willing to allow the marketplace meet their needs. This has resulted in a steady decline in the percentage of public resources committed to higher education; and

Changes in time and distance - changes in technology have resulted in heightened public expectations related to where and when higher education can and should be delivered.

Operational Issues

In addition to national and state issues and opportunities, the community colleges will need to continue to address several crucial operational issues during the next ten years.

Program Demand

- Given successive years of steady enrollment increases, declining resources, and focused reallocation, there are hardly any programs, disciplines, services or activities currently offered by the community colleges which are only marginally important in meeting the mission of each campus and the community colleges. Thus, unless we change the comprehensive, open door, less-than-baccalaureate program mission of Hawai'i's community colleges, and possibly make all or some of the campuses solely into a transfer-oriented junior college (eliminate the vocational function) or eliminate the transfer function and make some of the colleges into vocational-technical institutes, there are very few major programs or disciplines that can or should be eliminated from each campus.

- Statewide enrollment showed steady increases from the mid-1980s through the early 1990s, most prominently in the liberal arts programs of each campus. The liberal arts programs serve multiple purposes of preparing students for transfer to baccalaureate programs as well as providing the general education support for vocational--technical programs. The scope and extent of remedial-developmental education will be more closely identified. In total, the liberal arts enrollment at14,745 is the largest sector of lower division undergraduate enrollment in the University of Hawai'i system.

- The neighbor island campuses have their special challenges as the sole higher education institutions for the respective island communities, having to meet the varied expectations and educational needs of the area residents. Maintaining comprehensiveness of offerings even in the face of low enrollment is an issue that needs re-examination, again from the public policy perspective of providing access.

Program Efficiency

- Most of the liberal arts programs and courses are fully enrolled. Average class sizes have increased in both liberal arts and vocational courses over the past two years. Comparable efficiencies have been made in student services, academic support, and institutional support. This means that "efficiency," as measured by cost per service rendered, is very high.

  The fit of class enrollment to class capacity is close to 90% on most of the campuses.

  Average credits taught by faculty is close to the University prescribed policy of 15 credits or equivalent per semester. In fall 1994, average credits taught (including laboratory equivalents) stood at 14.0 credits per regular faculty in the liberal arts, and 13.4 in vocational-technical education. Most credits reduction are the result of faculty members being granted a teaching reduction for assuming administrative responsibilities (e.g., division chair, program coordinator, etc).

  Student-to-counselor ratio in excess of 600 to 1 is the norm rather than the exception. All these indicate high "efficiency;" however, there are indications that program "effectiveness" may be suffering.

- In vocational education, selective program consolidation and curricular redesigning could result in developing more efficient programs that are capable of reaching more students. The challenge is to adapt and adjust as needed the curricula as well as instructional delivery and methodology (i.e. changing the curricular structure into short-term modular credit or non-credit instead of the fixed, semester-based credit offerings) in order to meet the workforce-related, flexible training needs in many of the occupations with changing job skills and knowledge requirements.

- Support services at most campuses were deemed to be "efficient" ($ per student and % of total expenditures) to the point where in some areas limited staffing and other resources may be interfering with program and campus effectiveness. This analysis supports the various University Strategic Plan Progress Reports which consistently have indicated that we are not providing an adequate infrastructure support and need to invest more in this area.

Program Outcomes

- The available data suggest that we have been successful in meeting students' needs for access, both geographically and for selected segments of our population; in preparing students for transfer to baccalaureate level programs; in preparing students for work; and in meeting their needs for personal growth and development. However, the "effectiveness" of the many over-subscribed programs and services in the long-run is in question. This situation is exacerbated by the severe budget reductions incurred by each campus over the past several years. As a case-in-point, significant increases in class size may restrict the range of instructional approaches faculty will employ thus resulting in less rigorous demands on students and less desirable outcomes. For example, as class sizes increase, grading student essay and class papers consumes a greater portion of their available time. At some point, many faculty will reduce their use of these highly effective instructional assignments because of their inability to keep up with the growing demands on their time. Campus survey data suggest that students have not been able to enroll in as many classes as they desire, thus delaying their ultimate graduation.

  The only option which might be available for the community colleges in the coming academic years, would be to deliberately cap enrollment so that effectiveness and quality will not be negatively affected. This will raise the public policy question of whether or not to maintain access through the "Open Door Policy" of the UHCC.

A COHERENT STRATEGY

The overall strategy for the community colleges for the next ten years, 1997-2007 is to provide total quality education. This means that each member of the community colleges will provide quality work and quality services at all times in working with students and the community. Total quality education means that the programs we offer, how we deal with others, how we promote ourselves will be of high quality and professional standards. Total quality education also means that classrooms will be clean, safe, and amply lighted for conducting learning; laboratories will have good equipment and supplies for instruction; and that the overall learning environment and infrastructure will be well-maintained and enhanced during the six-year period. More specifically, total quality education means that:

- **We will continue to put the needs of students first** - Our students are the reason we exist. As that unit of the University of Hawai'i system responsible for extending the opportunity for postsecondary education throughout the state, we have drawn a diverse and changing population of students. Their changing requirements demand that we regularly assess the suitability of the curriculum, the modes of delivery, and the services we offer to the community, and make modifications in line with the community's evolving needs and expectations.

- **We will work to insure that the pursuit of excellence permeates all levels of the Community Colleges** - As we work to provide total quality education, we must be certain that all members of the Community Colleges family are involved in the effort. Providing total quality education and services is the responsibility of all students, faculty, support staff, and administrators and efforts to set goals and expectations, to acquire resources, to plan and deliver staff development, and to assess our progress should involve individuals from throughout the Community Colleges.

- **We are committed to providing service to the State of Hawai'i** - with a campus or outreach center on each of the major islands in the state, the Community Colleges are in a unique position of being responsible for providing access to postsecondary education for the majority of the residents of Hawai'i. Whether serving in the role of providing education and training to meet the growing demand for skilled workers, serving as centers for educational opportunity and personal development, providing access to upper-division and graduate instruction — particularly on the neighbor islands, responding to the growing requests for job-upgrade training, or other services related to our mission, the Community Colleges will continue to address the diverse needs of the state of Hawai'i.

- **We will build upon Hawai'i's unique multi-cultural environment and geographic location to develop an international flavor** - The Community Colleges have become recognized nationally as a leader in the field of international education, through our efforts in curriculum development and productive relationships with our institutional counterparts in Asia and the Pacific. We will work to extend these efforts by involving more faculty, staff, and students in international activities.

The following goals, objectives and action directions have been developed as part of an on-going strategic planning process which takes into consideration *A Statewide System and Beyond: A Master Plan for the University of Hawai'i*, adopted by the Board of Regents in January 1991, *The University of Hawai'i Strategic Plan 1996-21st Century*, and our recently completed performance review and resource utilization studies. The directions set forth in the community college's plan will provide a framework for program actions, resource allocation (and reallocation), budget, and CIP requests necessary to retain and enhance the quality and credibility of Hawai'i's community colleges.

GOAL A:

PROVIDING ACCESS TO QUALITY EDUCATIONAL EXPERIENCES AND SERVICE TO THE STATE

1. **Continuous Quality Improvement of Programs and Students' Education and Experience.**

   a. Monitor the student transfer experience and progress between and within the various campuses. Pursue strategies and actions that increase retention and graduation rates and shorten the time to degree for all students.

      - Increase retention, decrease random "wandering around," increase program completion and transfer through more focused counseling and monitoring services.

      - Restructure math and English basic skills curricula to improve the rate of student success and reduce course repeating. Explore the delivery of basic skills instruction through delivery methods other than the standard 3-credit class and more effectively utilize the services of the learning assistance centers.

      - Modify campus academic policies to reduce student retaking of courses.

      - Restructure the basic skill curricula (ELI/ESL, math, English) curricula to deliver more instruction on a non-credit basis, through the DOE adult basic education program, or through an open-entry open-exit mode in the campus learning assistance center.

   b. Ensure the quality of teaching, increase productivity, and encourage student oriented behavior.

      - Increase pool of better prepared students by stepping-up current efforts on high school to UHCC's articulation, i.e., School-to-Work Opportunities programs, and 2+2 and Tech-Prep arrangements.

      - Initiate credit-by examination and other approaches in certifying competencies and knowledge already possessed by students.

      - Promote greater faculty participation in classroom assessment and research.

   c. Monitor and revise academic programs with attention to:

      1. The general education experience;
      2. Assuring access to core courses and smooth articulation between campuses;
      3. Eliminating unnecessary duplication;
      4. Pursuing program consolidation and inter-disciplinary options; and
      5. Reducing low utilization programs/disciplines

The liberal arts program has shown the largest growth over the past decade. In addition, steps taken during the past year to meet budget restrictions have resulted in several campuses reaching the ceiling in terms of the number of students the campus can enroll in the liberal arts program. Therefore, any further reductions in this area may result in our having to impose enrollment ceilings on selected campuses. We may also face the situation in which students who have been admitted do not continue their enrollment due to a lack of classes being available at times they are able to attend classes.

In general, by limiting the size and scope of liberal arts offerings we will be sacrificing the quality of the lower-division undergraduate program for many students for whom the UHCC have become their route to baccalaureate education. Anticipated reallocation actions include:

- Reduce course offerings to primarily those courses that meet certificate and degree (including baccalaureate) core requirements

- Reduce the number of lower enrolled courses where such still remain

- Offer 2nd year lecture courses in selected disciplines via HITS, cable television, or through the use of video taped lessons (to sites not connected to HITS)

- Reduce options in the second year foreign languages program and encourage students to

take through concurrent enrollment at other campuses, including UH Mānoa

- Undertake major revisions in programs, structure, curricula and in instructional delivery and methodologies to better reflect the demands of the workplace and the increased focus on facilitating transfer.

- Consolidate similar programs across campuses on O'ahu.

- Reduce the number of faculty positions in lower demand programs.

2. **Responsiveness to State Needs**.

a. Seek a closer integration of credit and non-credit learning, reduce the demarcation between "academic" and "vocational", and proactively seek to increase the delivery of contract training and services to support economic development.

- Revise program and degree requirements to better reflect demands of the work place by converting selected AAS and AS programs to one-year certificate programs and by converting low-demand entry-level programs to non-credit job-upgrade education and training courses.

- Eliminate selected programs through consolidation with similar programs at another campus.

- Where possible organize these short-term offerings into well-structured, career-laddered curricula to promote flexible continuing education

- Reduce the number of faculty positions in lower demand programs

- Terminate selected lower demand programs

- Consolidate low enrolled programs into larger occupational clusters

b. Identify, develop and deliver education and training programs to meet the growing State and regional needs for mid-level and advanced technicians in critical areas such as allied health, transportation, electronics, etc.

c. Provide education and training to meet the needs of Hawai'i's tourist industry.

d. Prepare a skilled and highly educated workforce with special attention to educators, selected health care and human services personnel, and other professions that will contribute to the economic diversification of Hawai'i and its workforce.

e. Provide training and education in the science and practice of agriculture, assist the state in the transformation of its agricultural base, and participate in the University agricultural alliance to ensure that it is serving student needs and advancing agricultural research and extension.

f. Bring Community Colleges' service and faculty expertise to bear on community needs and problems.

g. Expand and strengthen partnerships with the private sector, government and the K-12 schools, and develop closer collaboration among campuses on O'ahu and between O'ahu and neighbor island campuses.

3. **Access, Distance Education, and Technologies**

a. Respond to the postsecondary educational needs of under served populations through campus-based and non-campus-based delivery means.

b. Make the best use of technology to improve teaching, reach more students, and improve administrative services.

GOAL B:

IMPLEMENTING DIFFERENTIATED CAMPUS MISSIONS AND FUNCTIONING AS A SYSTEM

1. **Role and Mission**

a. Continue to be open-admission institutions, and, in coordination with the baccalaureate campuses, provide access to all who can benefit, including traditionally disadvantaged adults.

- Establish enrollment management and centrally coordinated course scheduling efforts at each campus.
- Experiment with "block scheduling" of portions of the liberal arts/general education offerings.
- Initiate year-round schedules for selected programs.
- Remediation: Offer selected lower level remedial courses as non-credit, learning laboratory centered offerings and have the State Department of Education, through its Adult Community Schools, provide selected ABE instruction on our campuses. Establish common basic skills testing programs across all UHCC campuses. Adjust tuition/fee policy to allow for comparable subsidy to non-credit remedial offerings. Arrange for tuition/fee waivers to off-set potential loss of federal financial aids assistance for students enrolled in non-credit remedial programs.
- Initiate significant "drop-fee" to be utilized by each campus for implementing enrollment management initiatives.

b. Differentiate campus roles and focus within the community colleges..

- The O'ahu community colleges, as a group, will continue to provide a comprehensive set of courses and programs. However, as each campus develops its special programmatic focus, individual colleges may have a reduction in comprehensiveness.
- The neighbor island community colleges will to be comprehensive through both traditional means and by employing new distance education technologies.
- Kaua'i and Maui Community Colleges will develop University Centers in cooperation with the baccalaureate campuses and other community college campuses. The extension of the services of the University System to the neighbor islands needs to be considered as a total University system wide concern and priority, and not just a concern of the specific campus or the UHCC's. Recent initiatives by Kaua'i and Maui CC's in providing support services and facilities for the delivery of baccalaureate and graduate programs of Mānoa and UHWO will be reinforced.
- Hawai'i Community College will work with UH Hilo and the Big Island community to develop complementary plans for serving the residents of the island of Hawai'i.
- The Employment Training Center will continue to provide focused education and training to youth and adults in its role as a transition center. It will take the lead in coordinating with the State Department of Education and the O'ahu campuses in the design and deliver of adult basic education services to under prepared students to replace remedial

courses currently offered at each campus.

2. Priorities

a. Assure that each campus has plans that guide resource allocations in academic, administrative and facilities development.

b. Expand inter-campus collaboration through joint instructional offerings; by sharing services, facilities, faculty, and staff; and by utilizing advanced technologies.

- Develop policies and procedures to facilitate concurrent registration across campuses.

c. Undertake major revisions in programs, instructional methodology, and delivery that better reflect the demands of the workplace and the increased focus on facilitating transfer.

- Seek a closer integration of credit and non-credit learning, and reduce the demarcation between "academic" and "vocational" education.

- Reduce the number of faculty positions in lower-demand programs; terminate selected lower-demand programs; and consolidate low-enrolled programs into larger occupational clusters.

- Provide liberal arts lecturer and instructional positions sufficient to increase offerings and meet student demand; increase the scope and depth of offerings in order to improve the quality of the lower division undergraduate experience; and continue the development of special focus areas such as strengthened science and mathematics instruction, writing across the curriculum, critical thinking, and the application of computer technology to teaching and learning.

- Restructure basic skill curricula (math, English) to deliver more instruction on a non-credit basis, through the DOE adult basic education program, or through an open-entry/open-exit mode in campus learning assistance centers.

d. Increase infrastructure support needed to maintain additional new buildings; begin a systematic program of preventative maintenance of existing facilities across all campuses; bring campus security and operational/maintenance services to adequate levels; and provide for student assistance through on-campus employment.

GOAL C:

CONTINUING TO CHAMPION DIVERSITY AND RESPECT FOR DIFFERENCES

1. Continue to foster an environment that is sensitive to the needs of a diverse student body, faculty, administration, and staff.

2. Continue to meet our special obligation to give admission preference to qualified residents.

3. Recruit and undertake special efforts to retain under-represented student populations, especially Hawaiians.

4. Actively recruit under-represented faculty and staff and support spousal hiring, mentoring, and related programs.

GOAL D:

STRENGTHENING THE UNIVERSITY AS A PREMIER RESOURCE IN HAWAIIAN, ASIAN, AND PACIFIC AFFAIRS, AND ADVANCING ITS INTERNATIONAL LEADERSHIP ROLE

1. Expand course offerings and promote increased student enrollment in Hawaiian, Asian, and Pacific languages, history, and cultures.

2. Provide students an educational experience with an international dimension.

3. Attract nonresident students, particularly from the Pacific Basin and Asia, who can benefit from programs in fields where the Community Colleges have special strengths.

4. Develop affiliation, exchange, and/or collaborative arrangements that promise to advance instructional priorities and benefit students, and continue cooperative arrangements with the East-West Center.

GOAL E:

ACQUIRING RESOURCES AND MANAGING THEM WITH ACCOUNTABILITY AND RESPONSIVENESS

1. **Human and Physical Resources**

   a. Promote institutional change and renewal through a systematic approach to faculty and staff development.

      - Make appropriate use of study, professional development and sabbatical leaves.

      - Support attendance at selected seminars, workshops and conferences.

      - Participate as members in appropriate professional associations, organizations, and consortia.

      - Acquire resources for seed money to support projects designed to utilize new technologies and approaches to teaching and learning.

   b. Pursue the timely progress of the facilities development plans for the Maui and Windward campuses.

2. **Financial Planning, Administration, and Reporting**

   a. Develop and implement a multi-year fiscal plan to provide a sustainable resource base for to continued operation of quality programs and services.

      - The highest priority for resource enhancement will be restoring lecturer and instructional positions in liberal arts to increase size of offerings to meet student demands; to increase scope and depth of offerings in order to improve quality of lower division undergraduate experience; and to continue development of special focus areas such as strengthening science and mathematics instruction, writing across the curriculum, critical thinking, and application of computer technology to teaching and learning.

      - Next in priority is infrastructure support needed to maintain additional new buildings; beginning a systematic program of preventative maintenance of existing facilities across all campuses; bringing campus security and operations/maintenance service to adequate levels; providing for student assistance through on-campus employment; and maintaining personnel well-being through various professional, staff and organizational development activities.

      - Additionally, enhancements in student services for most of the campuses are projected in the following areas:

- decreasing student to counselor ratios
- improving quality of "student life" on campuses
- making available counseling and other student support services to outreach sites and on-campus after "traditional day-time hours."
- improving technical support for student information and advising.

- Establish a student application fee to defray cost of processing and use revenues to replace reallocated student help funds.

- Shift a portion of selected program costs to external agencies (where appropriate): e.g., JTPA, JOBS, etc.

This would allow us to reallocate salary savings.

- Increase the class drop fee to discourage inefficiencies caused by student over-booking and dropping classes.

b. Develop campus and system performance indicators for public accountability.

- Strengthen assessment and institutional research capabilities of each campus and UHCC.

3. **Private and Other Support**

Develop and implement, in conjunction with the University Foundation, a plan to increase community financial support.

RESOURCE UTILIZATION

The overall resource utilization strategy for the UH Community Colleges has been developed on the basis of individual campus strategies and in the context of the following factors:

Distinctiveness of each campus:

Each of the eight campuses (including ETC) is distinct and is at a different stage of development, therefore each possesses varying capabilities to implement the proposed reallocation strategies.

Hawai'i CC has become a separate institution only four years ago and is struggling with the issues of institutional development.

Kapi'olani CC has completed the final phase of its ten-year long campus construction and is facing the enormous problem of putting into place adequate infrastructure support to operate and properly maintain the new and larger facilities. Concomitantly, this campus is struggling to meet the ever-increasing demand for enrollment, both in the credit and non-credit programs.

Kaua'i CC is still working hard to overcome the destructive impact of hurricane Iniki. Significant damage to the campus has recently been repaired, but continued damage to the economic infrastructure of the island of Kaua'i has required the campus to play a central role in meeting the short-term job training and economic development needs of the community.

Maui CC and **Windward CC** are dealing with the issue of meeting increasing enrollment demand with old and inadequate facilities and vagaries of trying to move forward with the planning, designing and constructing of new campus facilities within the State's current economic and administrative environment.

Leeward CC is a matured institution in a rapidly growing community and is struggling to accommodate growing student demands and facing the problems that come with aging facilities and outdated infrastructure support.

Honolulu CC as the major deliverer of construction, transportation, and industrial technical-vocational programs in the State, is dealing with the need to renew programs, restructure curricula, upgrade equipment and support infrastructure, and enhance faculty expertise to meet major changes that are taking place in local, national and international economy.

Employment Training Center is squarely facing the challenges of establishing its role as the transitional center for the growing number of immigrants, unemployed, alienated high school students and other disadvantaged people and to do so in a creative, "college without walls" setting.

Allocation of funding within the University of Hawai'i System:

In fall 1984, 53% of the University's 38,237 undergraduate students were enrolled in a community college; in fall 1994, 63% of the University's 44,360 undergraduate students were enrolled in a community college. Despite this growth in community colleges portion of the University's enrollment, the proportion of the general fund resources allocated to the UHCC's has remained relatively level at approximately 20-22% of the total. This has resulted in significant variations in the level, scope and quality of basic support and instructional services available to undergraduate students across the UH System. Budget allocation based in part on cross-unit analysis of growth, needs, opportunities priorities need to be considered.

Role of neighbor island community college campuses:

The extension of the services of the University System to the neighbor islands needs to be considered as a total University system wide concern and priority, and not just a concern of the specific campus or the UHCC's. recent initiatives by Kaua'i and Maui CC's in providing support services and facilities for the delivery of baccalaureate and graduate programs of Mānoa and UHWO need to be reinforced.

Program Changes

Over the past four years, significant changes have taken place within the our community colleges as we have dealt with our rapidly changing economic, social, and technological milieu which have driven our system and campus planning efforts. A number of these changes have allowed resources to be reallocated to higher priority needs.

- The community colleges have had a policy of all vacant positions reverting to the control of the provost for review and reallocation at the campus level. This process has resulted in positions and dollars moving from lower priority areas to higher priority areas each time a position vacancy has been approved for filling. Additionally, position counts are reallocated between campuses to meet higher priority program needs. This reallocation practice will be continued at all campuses, and continuously reviewed on a UHCC system wide basis.

- A UHCC institutional research and assessment capacity was established and a new program review process was initiated, thus allowing for the annual review of all programs.

- The Program Health Indicators review was conducted for 69 programs in AY 1994, 114 programs in AY 1995, and 114 programs in AY 1996. These reviews resulted in a number of program curricular modifications and several formal actions including 3 program stop-outs and 1 program termination in AY 1994-1995, and 6 program terminations in AY 1995-1996.

  The Leeward CC Graphics Arts program was transferred to Honolulu CC;

  The Windward CC Automotive Technology program was terminated;

  The Honolulu CC Machine Shop Technology and Commercial Baking programs have been terminated, and the Engineering Aide and Architectural Drafting programs have been consolidated into a single Drafting Technology program;

  The Hawai'i CC Machine Shop Technology and Fashion Technology programs have been terminated;

  The Kapi'olani CC Office Administration and Technology program has been terminated, and;

  The Kaua'i CC Welding Technology program has been terminated.

  These program changes have resulted in more efficient staffing and savings resulting from reduced dependence on lecturers; more effective use of existing equipment and facilities; and will result in increased our being better able to meet student demand for existing programs.

- Changes in campus academic policies and practices have restricted students' ability to continue to retake classes; e.g., after two unsuccessful attempts, students may only retake courses on a space-available basis.

- Increased class enrollment ceilings in selected classes and programs have allowed more student registrations in fewer classes, thus increasing average class size. Between fall 1991 and fall 1995, average class size in vocational programs increased from 16 to 18, and in arts & sciences courses from 22 to 24.

- Selective reduction of low-enrolled vocational classes, combined with increased student enrollments, dramatically reduced the percentage of "low enrolled" classes from 28 percent in fall 1991 to 6 percent in fall 1995.

- Collaboration with other State departments resulted in new training facilities being constructed to house BOR approved UHCC training programs. The Aviation Mechanics training facility (State Department of Transportation) and the Marine Education Training Center (Department of Business, Economic Development and Tourism) facilities were completed for use in fall 1995. These state-of-the-art facilities were constructed without University CIP funds being used.

- Collaboration with the State Department of Education, through its Adult Community Schools, has allowed us to experiment with different approaches to reduce our expenditures for instruction

to students at the Adult Basic Education level. DOE resources were committed to providing classes and learning lab support services at three campuses. Expansion of this collaborative effort is being pursued for the 1996 academic year and beyond.

- A schedule of new and increased student fees has been approved for adoption during the 1996-97 year. Increased revenues from these sources will partially offset reduced student services budgets.

- New facility master plans have been approved for Windward CC and Maui CC, and rebuilding of the campuses has begun.

- Both the Community Colleges and the individual campuses have matured over the last several years, resulting in a more dedicated staff, higher quality programs, and better service to our State and communities.

Resource Priorities

Infrastructure Support: - The highest priority for resource enhancement will be infrastructure support needed to maintain additional new buildings; beginning a systematic program of preventive maintenance of existing facilities across all campuses; bringing campus security and operations/maintenance service to adequate levels; providing for student assistance through on-campus employment; and maintaining personnel well-being through various professional, staff and organizational development activities.

Access and Quality: - Next in priority is restoring lecturer and instructional positions in liberal arts to increase size of offerings to meet student demands; to increase scope and depth of offerings in order to improve quality of lower division undergraduate experience; and to continue development of special focus areas such as strengthening science and mathematics instruction, writing across the curriculum, critical thinking, and application of computer technology to teaching and learning.

Enhancing Student Success: - Additionally, enhancements in student services for most of the campuses are projected in the following areas:

- Decreasing student to counselor ratios,
- Improving quality of "student life" on campuses,
- Making available counseling and other student support services to outreach sites and on-campus after "traditional" day-time hours", and
- Improving technical support for student information and advising.

FB 1997-99 Budget Request Priorities

As we move forward in implementing this plan, many actions can be initiated without any additional resources. However, a significant number of actions related to our priority directions, Infrastructure Support, Access and Quality, and Enhancing Student Success, will require substantial additional resources to accomplish.

For the 1997-99 Biennium, budget priorities are many, but we will focus especially be on the resource requirements organized by the Strategic Plan priorities as follows:

STRATEGIC PLAN GOALS	FY 1997-98			FY 1998-99		
	FTE-P	FTE-T	$	FTE-P	FTE-T	$
GOAL A: Providing Access to Quality Educational Experiences and Service to the State	34.00	10.00	3,541,447	38.00	10.00	3,600,717
GOAL B: Implementing Differentiated Campus Missions and Functioning as a System	12.50	0.00	600,000	12.50	0.00	600,000
GOAL C: Continuing to Champion Diversity and Respect for Differences	0.00	0.00	0	0.00	0.00	0
GOAL D: Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing Its International Role	1.00	0.00	67,770	1.00	0.00	70,360
GOAL E: Acquiring Resources and Managing Them With Accountability and Responsiveness	43.75	0.00	13,593,111	46.75	0.00	14,014,362
TOTAL	91.25	10.00	17,802,328	98.25	10.00	18,285,439

APPENDIX A

AN ANALYSIS OF EXTERNAL AND INTERNAL ISSUES

SIGNIFICANT EXTERNAL ISSUES

During the 1990s, several issues and apparent opportunities in the rapidly-changing environment cause us to reexamine and rethink our overall strategy as we move into the 21st Century.

Global and National Issues

Several of the major global and national trends of particular relevance to the Community Colleges are noted below:

- **Economic** - The world economy is becoming more international. The rules of competition appear to be overtaken by the advantages of technology, human resource management, and resource strategy in the global economy. People now insist on products that are low cost, very high quality, and innovative. Whether from Japan, West Germany, the United States, or Mexico, the net result of this powerful transformation is that the United States industry and business are de-layering, restructuring, retraining employees, and teaching them new skills as well as basic math, science, reading, and thinking--to improve productivity and total quality.

- **Social** - There is a looming threat from changes in the nature of our U.S. society. The traditional family of a working husband, a wife at home, and two children now represents only 6% of the American families. The rise of the single parent family, poverty among children, teenage pregnancy, crime, and the growth of an underclass are strong social forces requiring attention by government, the private sector, and citizens.

- **Political** - There will be declining federal support for programs related to education and training. What support there is will most likely come in the form of block grants to the states. This will result in greater flexibility in the design and delivery of programs and services, but also will require the establishment of new resource allocation processes.

- **Educational**- Profound changes are causing a reexamination of the fundamental nature of education in the U.S. The leadership of this country has placed increasing emphasis upon the quality and effectiveness of education. The business community has experienced the need to participate in the preparation of students for jobs and careers. Means of success and excellence of students are shifting toward the ability to self-manage and deal with change; rather than resting on past laurels, self-evaluation of the system is needed to maintain global leadership in education; and, the need for multi-cultural education has become a necessity for our students to compete in the global environment. Finally, the expectations of student achievements must be raised from past assumptions of ability.

- **Technological**- In addition to a shift from an agricultural/industrial economy to a services oriented economy, the U.S. is placing increasing emphasis on the use of electronic technologies in all sectors of the economy. The quest for global competitiveness also relies on the effectiveness of U.S. to enhance R&D and the rapid application of state-of-the-art technology. The development of the information "super highway" will make massive information and education resources available on demand almost anywhere in the world.

State and Local Issues

The following state and local issues need to be considered:

- **Economic** - Future prospects for the Hawai'i economy are still positive, but less buoyant than at any time since 1959. A slow growth outlook is projected, and while this outlook is strong in comparison with national and even global trends, it seems low when compared to Hawai'i's performance in recent years. Although tourism has started to slowly rebuild following the national recession, local economic indicators suggest that a period of no or slow growth can be expected at least for the biennium 1997-1999.

- **Workforce Education** - Selected labor shortages, particularly in technician level jobs, still has the potential to affect economic development, particularly in the areas of health care, tourism, human services, and computers/electronics. Expected moderate unemployment rates, combined with selected job shortages (despite population increases) will make it increasingly attractive for individuals to combine school and work. Educating and training a highly qualified work force in this environment requires the University to schedule courses and student services throughout the day, in the evening and on weekends. Quality instructional programs that ensure student involvement in learning will be critical for the recruitment and retention of both traditional and non-traditional college students.

  The state will continue to look to the University of Hawai'i as the primary provider of vocational/technical, associate and baccalaureate training and education. In many areas, the Mānoa campus will continue as the sole provider of a wide range of graduate and advanced professional educational opportunities in the state. This role requires the University of Hawai'i system to give priority to issues of student recruitment and retention, program quality, and policies and practices that facilitate student transfer and course and degree articulation among UH campuses.

- **Community Expectations** - The University will continue to be expected to perform as service provider and problem solver in addressing critical state priorities. For the Community Colleges, this includes: working cooperatively with the Department of Education in the development of a more effective School-to-Work system, and participating in cooperative relationships with the Departments of Labor and Industrial Relations and Business, Economic Development and Tourism to support the diversification of the economy.

- **Public Demand for Education** - Independent of the temporary effects of significant tuition increases, it is expected that the University enrollments will increase slightly through the year 2001. However, significant changes in the tuition structure of the University, and the adoption of the policy to recognize the Associate in Arts degree as fulfilling general education requirements for all baccalaureate degrees, may cause UHCC enrollments to increase at a faster rate than other campuses. It is expected that the demand for enrollment in the community colleges to increase approximately 1% - 2% per year for the 1997-2007 planning period; with enrollments distributed as shown in Table 1.

Table 1
Fall Semester Student Enrollment
1996-2007

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Liberal Arts	14,820	15,116	15,419	15,727	16,042	16,362	16,690	17,024	17,364	17,711	18,065	18,427
Vocational	8,885	8,974	9,064	9,154	9,246	9,338	9,432	9,526	9,621	9,717	9,815	9,913
Unclassified	1,963	1,983	2,002	2,022	2,043	2,063	2,084	2,105	2,126	2,147	2,168	2,190
Total	25,668	26,073	26,485	26,904	27,330	27,764	28,205	28,654	29,111	29,576	30,048	30,530

Appendix A-3

SIGNIFICANT INTERNAL ISSUES

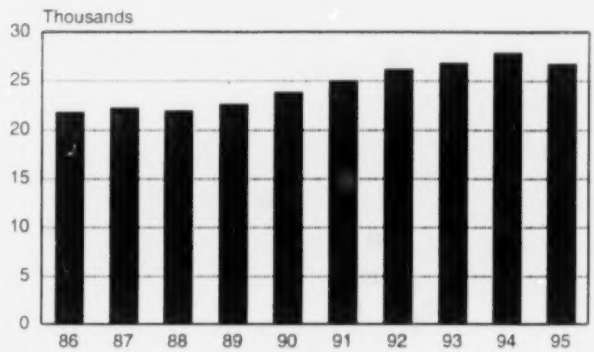
As part of an annual assessment of program performance measures, a number of indicators of program demand, program efficiency and program outcomes have been used to inform our strategic decision making.

PROGRAM DEMAND

This set of indicators subsumes variables which reflect both the mission and internal priorities, student enrollment demands, and, in the case of the vocational programs, the external economic needs of Hawai'i.

Enrollment

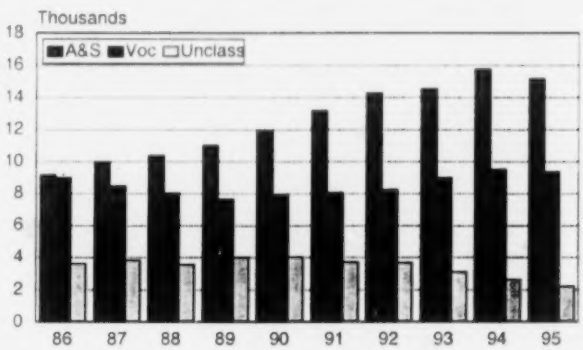
Following a sharp rise in the early 1980s, classified student enrollment held steady at approximately 22,000 through 1988. Between 1988 and 1994, enrollment grew 27.2% to 27,120. Severe budget cuts resulted in fewer opportunities for students to enter the community colleges and enrollment decreased by slightly more than 2% in 1995. The demand for educational opportunities in Hawai'i by the traditional college-age population will increase; the demand from older students will remain strong.



Fall Regular Student Enrollment

Student Majors

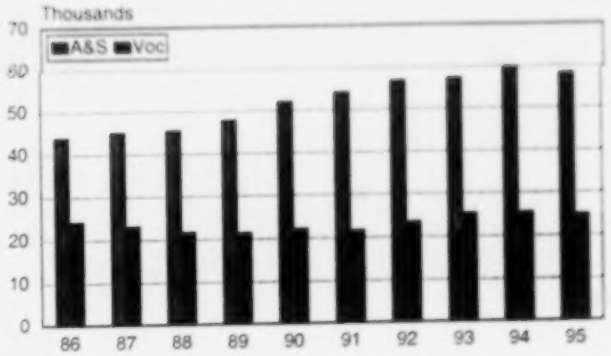
1985 was the last year in which the majority of students majored in vocational education programs. Over the past 10 years a significant shift has taken place in the pattern of student enrollment - from a majority of students in vocational programs to a significant majority (56.7%) in the liberal arts. This pattern is projected to continue for the foreseeable future. Unclassified student enrollment, which grew 30% between 1983 and 1989, has shown five straight years of decline. It now stands at 8.2% of enrollment.



Student Majors

Course Registrations

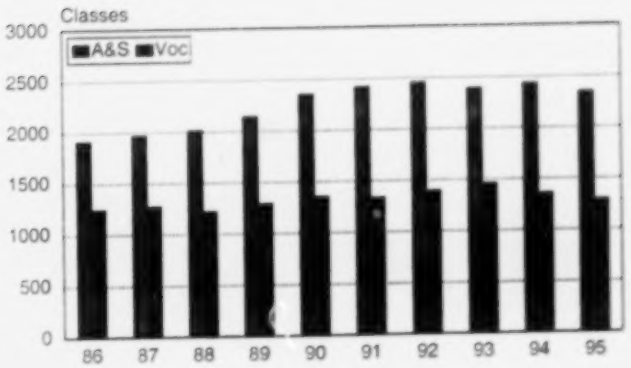
The total number of student course registrations declined through the early 1980s, as the percentage of part-time students increased. Registrations have increased from 1988 through 1994 and declined by about 2.5% in The percentage of total student course registrations in the liberal arts has increased since 1985, to 70% in Fall 1995. This follows the pattern of increases in liberal arts majors.



Course Registrations

Classes Taught

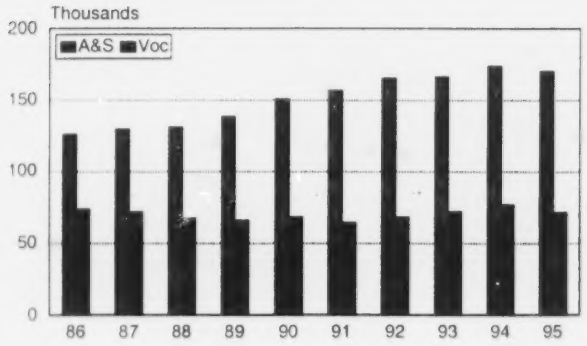
As the shift in the pattern of enrollment from a small majority of students in vocational programs to a significant majority in the liberal arts has taken place, the percentage of classes taught in the liberal arts has also increased. This pattern is expected to continue in the near future. Arts & Sciences courses accounted for 65% of the total classes taught in Fall 1995 up from 61% in Fall 1982. The number of classes taught declined by about 4% from Fall 1994.



Classes Taught

Student Semester Hours

The total number of student semester hours credits taught has increased from 1988 through 1994 by over 20%. Following the decline in enrollment, the total number of student semester hours also declined by about 3.5%. The percentage of student semester hours in the liberal arts remained about the same as 1994.



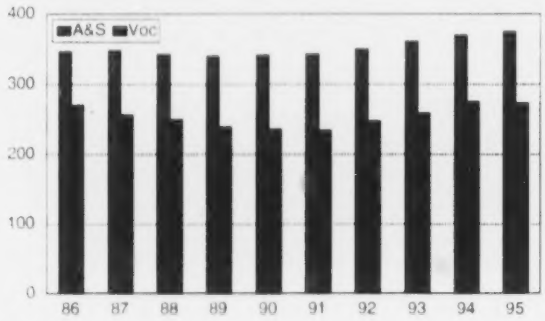
Student Semester Hours

PROGRAM EFFICIENCY

The second set of indicators include measures of program resources and student utilization relative to those resources, with several analytic measures. A program with a large average class size, a ratio of actual class enrollment to maximum class enrollment close to 100%, and a low average cost per student semester hour might be given a high rating on this criterion.

SSH Per FTE Faculty

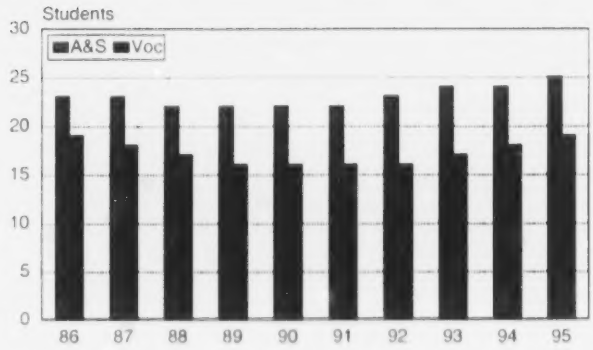
The ratio of Student Semester Hours to FTE Faculty, which declined steadily in both liberal arts and vocational programs between 1983 and 1989, has risen slowly over the past six years. This measure is at its highest level in liberal arts since Fall 1983 and at about the same level as Fall 1994 in vocational education. It now stands at 374 and 273 per FTE faculty respectively.



SSH Per FTE Faculty

Average Class Size

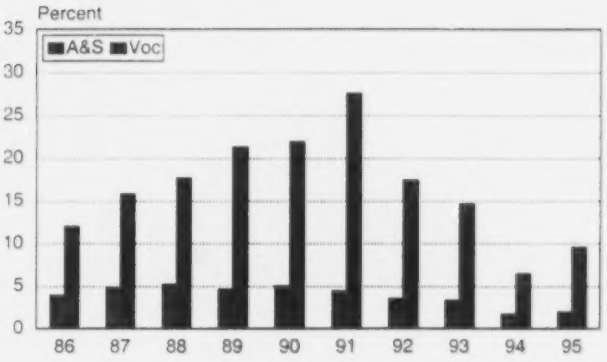
The average class size, which declined through the early 1980s, both in liberal arts and vocational programs, has increased over the past four years. Average class size de-creased by 17% between Fall 1983 and Fall 1989. During that same period, there was a 27% decrease in average class size in vocational programs. As resources became more scarce, there was a halt to that decline. Between Fall 1991 and Fall 1995, average class size increased liberal arts and vocational instruction to 25 and 19 respectively.



Average Class Size

Percent of Small Classes

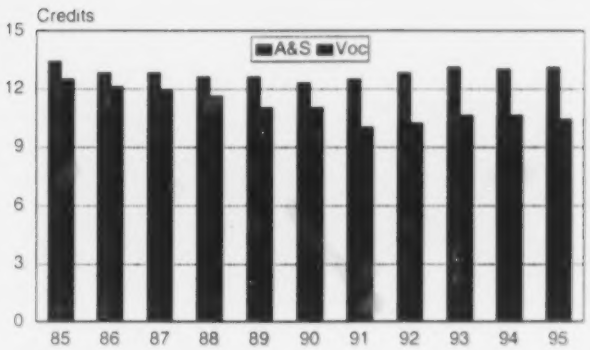
The percent of small classes (fewer than 10 students) has declined dramatically from 1991 through 1994 and rose slightly in 1995. The percent of small classes is less than 2% of the offerings in the liberal arts. The percent of small classes in vocational instruction increased to 9.5% in Fall 1995.



Percent of Small Classes

Average Credits Taught

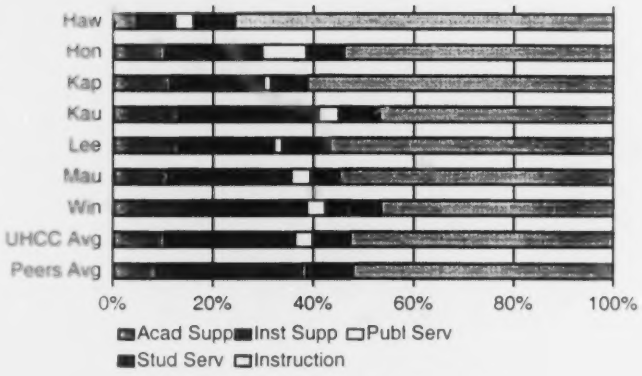
The average number of credits taught by full time faculty, which remained at roughly 13 through 1985, declined to 11.4 by Fall 1991. Since Fall 1991, the average for all liberal arts faculty has increased to 13.1 credits, 7% increase in the average for liberal arts faculty. Vocational faculty have increased the average number of credits taught to 1046 in Fall 1995. Conversion of contact hours to credits accounts for the differences between the average credits taught and the BOR policy on teaching load.



Average Credits Taught by Full-Time Faculty

Services Resource Utilization

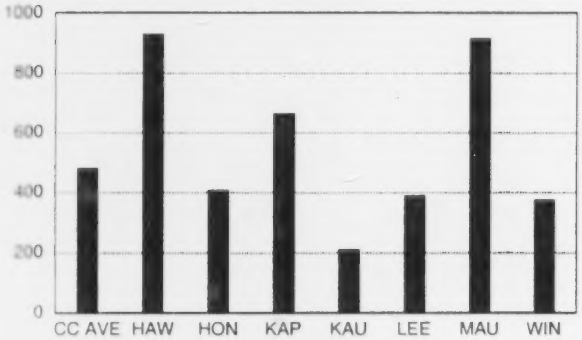
Over the past several years, as budget cuts have been absorbed, the community colleges resource utilization has come to resemble a comparable set of peer institutions[1] more closely. More than half of resources are devoted to instruction. The UHCC utilize a slightly smaller percentage of resources in student support services than the average of peer institutions.



Resource Distribution by Function

Student/Counselor Ratio

One area that impacts our ability to provide appropriate support services to students is the availability of counselors. Several years ago, only one campus had a student to counselor ratio below 400 to 1. Now four campuses have achieved that level of service. And no campus has a student counselor ratios in excess of 1,000 to 1. Even so, with a system average still close to 500 students per counselor, it is questionable how effective student counseling services can be.



Student/Counselor Ratio

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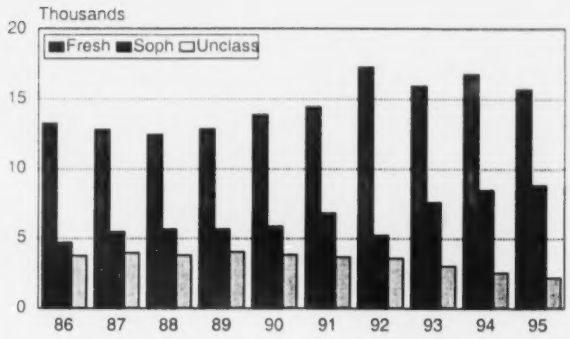
[1] A set of peer institutions was selected by identifying comparable institutional characteristics from data available through John Minter & Associates. These institutions include: Mesa CC, AZ; CC of San Francisco; Los Angeles Trade-Tech; Miami-Dade CC, FL; Nassau CC, NY; Montgomery College, MD; Portland CC, OR; Milwaukee Area Technical College, WI; St. Louis CC, MO; and College of Dupage, IL.

Student Educational Level

Between 1984 and 1991, the percentage of freshman students fluctuated around the 70% level, but jumped to 77% in 1992, while the number of sophomores has also increased in all categories. Since Fall 92, the absolute number of students at the sophomore level has increased by approximately 3,600, a 69% increase. And sophomores now constitute about one-third of enrolled students. Unclassified students remain a significant but declining percentage.



Student Educational Level

PROGRAM EFFECTIVENESS

The third set of indicators measure the extent to which the community colleges' mission and goals have been attained.

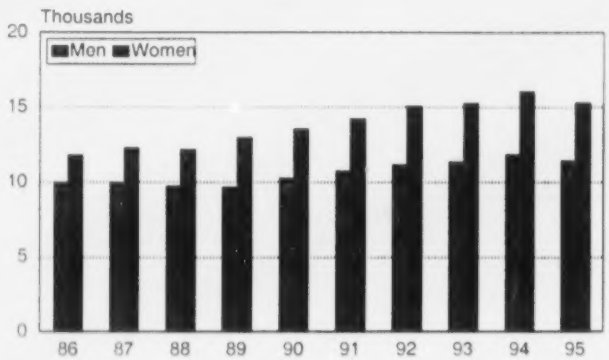
Goal - To Broaden Access

> *To broaden access to post-secondary education in Hawai'i by providing open-door opportunities for students to enter quality educational programs within their own communities.*

Over the past six years we have focused our efforts on providing access to individuals traditionally underrepresented in higher education, including women, working adults, and minorities. A measure of meeting our mission to provide access is to examine the extent to which we have increased enrollments of these individuals.

Student Gender

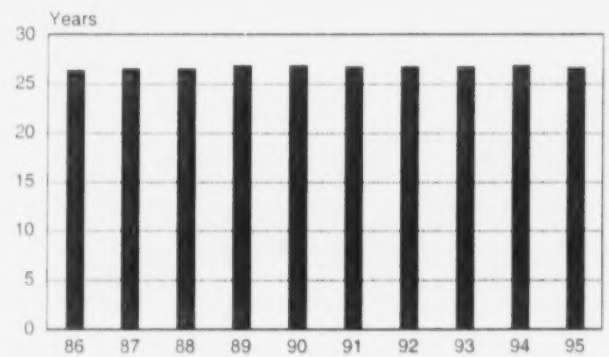
Since 1980, when the number of males and females attending the community colleges was nearly equal, females have become an increasingly large percentage of students, with nearly 6 in 10 students now female. This pattern of enrollment should continue, with additional females returning to the community colleges in order to improve their job skills and significant numbers of single mothers taking advantage of additional educational opportunities. This change is likely to result in an increased demand for a wider array of student support services, including child care.



Student Gender

Student Age

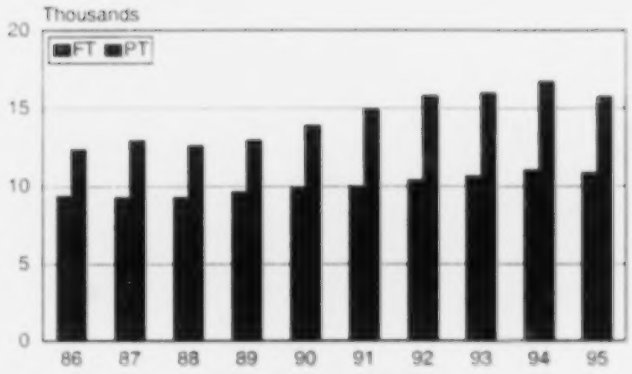
The mean age of students in the community colleges, which fluctuated around 25 years through the beginning of the 1980s, showed a steady increase through 1989 and has leveled off at 26.8 years as more older students begin or return to school. Demand for improvement in job skills and opportunities in new careers will result in an increased number of older students.



Student Mean Age

Student Attendance Status

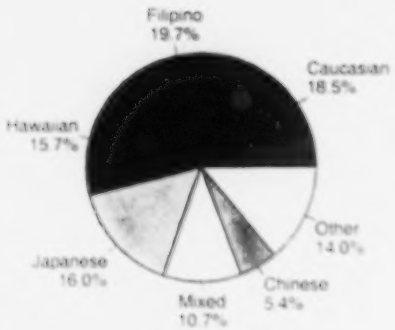
The percentage of full-time students, which had steadily decreased since 1980, increased slightly in 1995. The majority of students still attend the community colleges on a part-time basis and part-time students outnumber full-time students by more than 4,800 (59% to 41%) and will continue to constitute a majority in the community colleges for the foreseeable future.



Student Attendance Status

Student Ethnic Background

Part of the Community Colleges' role in meeting the goal of access has been to provide opportunities to individuals previously underrepresented in higher education. In Hawaii, that has included Hawaiians and Filipinos. A concerted effort in dealing with identifying and removing barriers to minority student enrollment, retention and success in the mid-1980s appears to be having some success. Between 1986 and 1995, Hawaiian and Filipino student enrollment increased significantly and Filipino students are now the largest ethnic group in the Community Colleges.



Student Ethnic Background

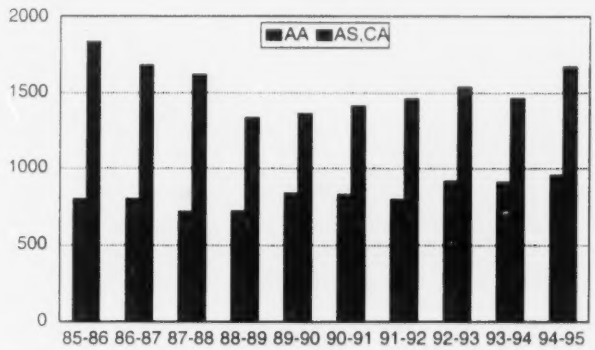
Goal - Preparation for Transfer or Work

To specialize in the effective teaching of general education and other introductory liberal arts and pre-professional courses.

To provide vocational and technical programs which both prepare students for immediate employment and provide the trained work force needed by the State.

Degrees/Certificates Awarded

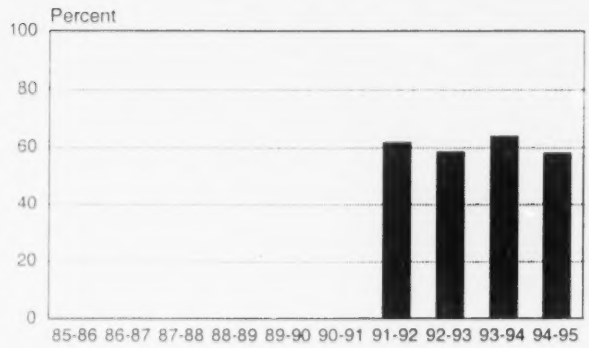
The number of degrees awarded overall declined by about 27% from 1983 through 1989, and has increased over the past five years. The number of liberal arts degrees awarded increased 33% between 1988-89 and 1994-95, while the number of vocational degrees and certificates awarded increased by 25% during that same period.



Degrees/Certificates Awarded

Student Persistence

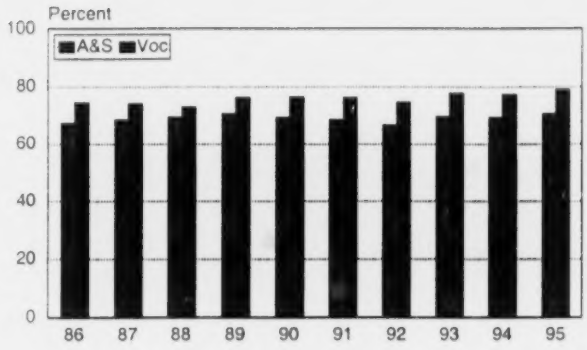
One measure of student academic progress is the percentage of who persist from their entrance into a community college to the subsequent Fall. Since 1992, the Community Colleges have been reporting the persistence of first-time, full-time degree seeking students as a requirement of the Student Right to Know Act. Approximately 60% of first-time, full-time degree seeking students persist into the subsequent Fall.



Student Persistence

Credits Earned Ratio

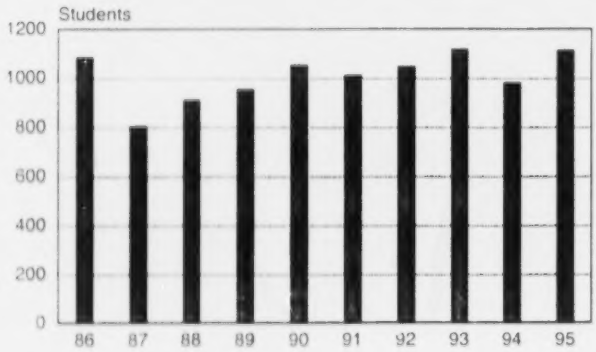
Another intermediate measure of student academic progress is the percentage of students who complete a course with a passing grade. This provides an indication of student class goal attainment. This measure has risen slightly over the past several years and is now at 70.4% for Arts & Sciences courses and 78.9% for vocational education courses.



Credits Earned Ratio

Student Transfer

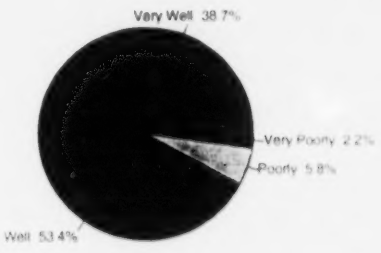
One of the major functions of the community colleges is to prepare students for transfer to baccalaureate level programs. As a system, we transfer more than 1,000 student per year to UH Hilo, UH Mānoa and UH West Oahu. These data include transfers from Hawai'i CC only since Fall 1992. In addition, articulation agreements with Hawai'i Pacific University, Chaminade University, and Hawai'i Loa College provide students with a transfer option that is not reported in these data.



Transfers to UH 4-Year Campus

Preparation for Transfer

Since Fall 92, surveys of community college graduates and leavers have been conducted at the conclusion of each semester. These surveys have included students from all campuses and all programs. Fall 1995 graduates and leavers were asked how well the education and training they received prepared them for their new college. Approximately 92 of the students who had transferred to another college indicated that they believed they were prepared to meet the expectations of their new college.



Preparation for Transfer

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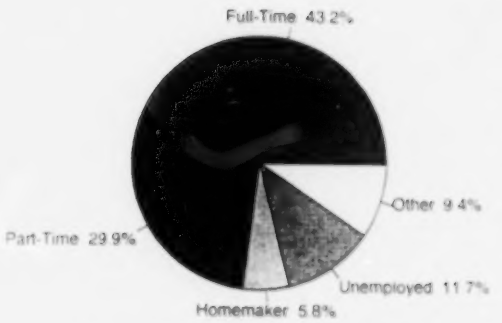
Employment Status

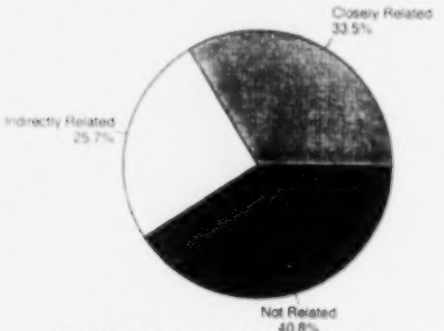
In the Fall 1995 survey of graduates and leavers, former students were asked the indicate their current employment status. Approximately 43% of the respondents to the question indicated they were employed full-time. It is interesting to note that more than 15% of the respondents indicated they were either homemakers or not employed by choice, and 11.7% were unemployed - a number higher than the official state unemployment rate.



Employment Status of Former Students

Education Relationship to Job

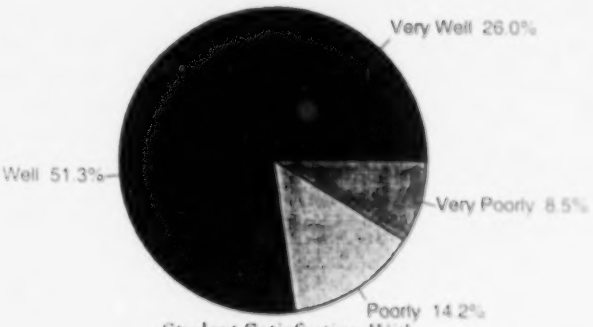
Former students were asked if their job was related to the education and training they received at their community college. Fifty-nine percent indicated there was such a relationship. However, only 33% indicated the education and training was closely related. This would suggest the need to examine and possibly change the nature and scope of our vocational curricula to better meet the requirements of the workplace.



Relationship of Education to Job

Preparation for Work

In the Fall 1995 graduate and leaver surveys, former students were asked to indicate how well the education and training they received prepared them for their current jobs. More than 77% of the respondents to the question indicated that they believed they were prepared to meet the requirements of their current job. Over 8% responded that they felt very poorly prepared. Vocational education students employed in a job closely related to their study were the most satisfied.



Student Satisfaction With Preparation for Job

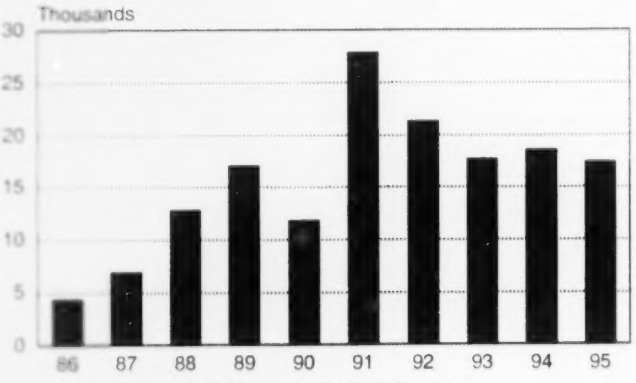
Goal - Personal Enrichment and Occupational Upgrading

To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.

Non-Credit Registrations

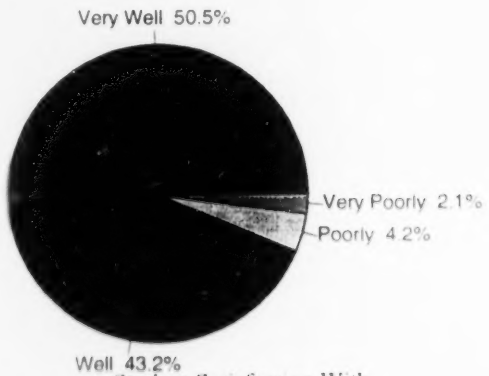
Non-credit student enrollment has shown growth over the past decade as greater emphasis has been placed upon job-upgrade related training, particularly related to the use of computers and computer software, and training related to the various aspects of the visitor industry. Fall 1991 enrollment peaked at 27,829 students. Also included within this cluster of students are apprentices, a group that displayed considerable demand in the late 1980s and early 1990s due to the boom in the construction industry. Given the slowdown in construction, apprentice enrollments have declined through the early 1990s.



Fall Non-Credit Enrollment

Student Satisfaction

Previous students were asked how well the education and training they received satisfied their personal interests. Approximately 94% of the respondents indicated they were satisfied that their personal interests were met. Over 50% of respondents indicated they were very well satisfied.



Student Satisfaction With
Meeting Personal Interests

APPENDIX B

CAMPUS PRIORITIES AND PLANS

HAWAI'I COMMUNITY COLLEGE

Planning Context

Hawai'i Community College's roots are deeply established in the tradition of vocational education. It began as an area vocational school in 1941, with five technical programs housed in borrowed facilities in Hilo. Since the beginning, Hawai'i CC has undergone repeated changes in name, location, and curriculum scope. As technological changes and expansion of industry brought changes in employment opportunities, the College responded to meet the community's needs. More recently the College has broadened the focus to include the pre-baccalaureate liberal arts program of study that enables students to complete the Associate of Arts degree.

In 1982, Hawai'i CC extended its reach into the community by offering credit courses and degree programs in West Hawai'i. Rapid expansion of island-wide program delivery began in 1992 with the delivery of short-term, non-credit training, primarily for dislocated sugar workers, in Honoka'a and Ka'u.

No history of Hawai'i CC would be complete without a discussion of its proximity to, and close relationship with, the University of Hawai'i at Hilo (UHH). In July 1970, Hawai'i Community College was merged with UHH, an arrangement that lasted for twenty years and shifted the primary focus for the College to that of providing vocational training and developmental education. With the administrative separation from UHH in 1990, Hawai'i CC began the process of redefining the curriculum, and rebuilding a basic college infrastructure, including student support services, academic support programs, and an administrative structure.

Significant progress has been made by the College since the separation from UHH. A key event in the College's development was the completion of the first accreditation self-study and accreditation review as a separate institution. This process, coupled with a campus-wide strategic planning process initiated in Spring 1996, positioned the College to examine its basic mission and refine the goals for the future.

Revised in 1996 by the faculty and staff of the College, Hawai'i CC's mission statement provides a framework to allow the College to serve the community and to participate as part of the UH system:

> *The mission of Hawai'i Community College is to provide the community with a responsive educational environment, which empowers learners to develop skills and knowledge to be responsible and productive in a complex world.*

The following vision statements served as guides in developing the College's priorities

1. Community Work-Based Learning
   To expand the walls of the classroom into the larger community to provide opportunities for students to apply the knowledge and skills they have gained in the classroom so they may experience and learn from the challenges of the workplace and understand and begin to accept the responsibilities of being a productive citizen of this community.

2. Environment
Hawai'i Community College strives to motivate, empower and inspire learners to become more aware of Hawai'i's unique environment so that human impact is minimized while a sustainable future is ensured. Environmental courses and programs offer students and faculty opportunities to explore issues where problems are identified and potential solutions sought.

3. Technology
Hawai'i Community College is committed to providing and maintaining a broad-based, campus-wide technological environment which will enhance learning, teaching and communication, and facilitate productivity in a changing world.

4. Hawaiian Culture
Hawai'i Community College will become the center for the study of Hawaiian culture, with an emphasis on the practice, perpetuation and evolution of the culture.

Within the context of the UHCC strategic plan goals, the College's priorities for the planning period are as follows:

CAMPUS PRIORITIES

A. Providing Access to Quality Educational Experiences and Service to the State

1. Maintain a comprehensive community college and increase the student retention and graduation rates.

2. Undertake revisions in programs, structures, curricula, and in instructional delivery to better educate students for the workplace of the future.

3. Modify internal procedures to better meet student needs by establishing a one-stop information center to consolidate services.

4. Infusion of technology into the curriculum.

B. Implementing Differentiated Campus Missions And Functioning as a System

1. Deliver programs and services to the entire island that are responsive to the community's needs.

2. Expand the College's role in contributing to the economic development of Hawai'i County.

3. Expand program offerings at the University of Hawai'i Center, West Hawai'i.

C. Continuing to Champion Diversity and Respect for Differences

1. Focus on the College's uniqueness as a multi-cultural institution.

2. The College's emphasis will be on strengthening student retention. A key issue will be systematically assessing the individual needs of the diverse student body and developing programs and services to meet these needs.

D. Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Role

1. Capitalize on the Big Island's unique environment by integrating content on the environment throughout the curricula.

2. Promote international programs, activities & institutional agreements which foster the College's role in the Pacific.

3. Develop the College as a center for the study of Hawaiian culture.

E. Acquiring Resources and Managing Them with Accountability and Responsiveness

1. Develop an adequate infrastructure.

2. Apply technology in the most effective way possible to optimize learning experiences and achieve organizational effectiveness.

FB 1997-99 Budget Request Priorities

As we move forward in implementing this plan, additional resources will be required to accomplish the objectives. A major focus in this biennium is to meet the college's needs for adequate student support programs. Specifically, there is a need to strengthen the Financial Aid operation. Further, the Enrollment Services program needs to be developed to ensure student success by providing all of the support services relating to recruitment, orientation, academic and career advising, and retention.

Additionally, the establishment of basic administrative services infrastructures with fully functioning business affairs and personnel operations are provided in the budget priorities. Finally, funds to restore funding for two early retirement incentive program positions and funds to provide for basic salary shortfalls are addressed.

For the 1997-99 Biennium, budget priorities are many, but our focus especially will be on the resource requirements, organized by the Strategic Plan priorities, as follows:

STRATEGIC PLAN GOALS	FY 1997-98			FY 1998-99		
	FTE-P	FTE-T	$	FTE-P	FTE-T	$
GOAL A: Providing Access to Quality Educational Experiences and Service to the State	0.00	0.00	68,684	0.00	0.00	74,928
GOAL B: Implementing Differentiated Campus Missions and Functioning as a System	0.00	0.00	0	0.00	0.00	0
GOAL C: Continuing to Champion Diversity and Respect for Differences	0.00	0.00	0	0.00	0.00	0
GOAL D: Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing Its International Role	0.00	0.00	0	0.00	0.00	0
GOAL E: Acquiring Resources and Managing Them with Accountability and Responsiveness	10.00	0.00	497,006	10.00	0.00	564,951
TOTAL	10.00	0.00	565,690	10.00	0.00	639,879

HONOLULU COMMUNITY COLLEGE

Planning Context

Honolulu Community College, in addition to its liberal arts program has the largest number of trade/technical programs in the State. The College also offers apprenticeship/journey worker training in the late afternoons, evenings and Saturday mornings in the Construction and Mechanical trades (33 areas). Furthermore, HCC enrolls many students in non-credit or special programs and has an Emeritus College for senior citizens.

HCC is the only community college offering the following 13 occupational programs: Fire and Environmental Emergency Response, Occupational and Environmental Safety Management, Aeronautics Maintenance Technology, Applied Trades, Commercial Art, Cosmetology, Drafting Technology, Diesel Mechanics Technology, Refrigeration and Air Conditioning, Sheet Metal & Plastics Technology, and Boat Maintenance and Repair (the latest addition).

The great challenge for Honolulu Community College is to maintain quality and provide up-to-date equipment in its programs, especially those which are unique in the State. In addition, there must be sensitivity to needs for new occupational programs, so that the State can rely on HCC for an appropriate and timely response. The College should consider ways in which it might, through distance education, share some of its unique programs with students in other geographic locations. Flexible scheduling of courses seems appropriate for many of the programs at HCC. The College should lead the way in considering year-round operations for such popular programs as auto mechanics and computing, electronics, and networking technology.

Honolulu Community College aspires to be the technical training center of the Pacific, yet its offerings in the liberal arts are also diverse and strong. In this sense, Honolulu CC is a college of contrasts, with vocational/technical programs ranging from early childhood education to aviation maintenance, complemented by a wide array of classes in the liberal arts. As a comprehensive community college, HCC offers a full liberal arts curriculum. Students may complete the first two years of a baccalaureate education through a curriculum which is articulated with the University of Hawai'i's baccalaureate institutions.

The College is forming School-to-Work partnerships with Hawai'i's school complexes to support the development of tech-prep joint curricula, enhance student preparation for admission to programs through strengthening basic skills programs, and creating ties with the schools by serving as a clearinghouse for apprenticeship-labor involvement in workplace learning and career exploration for all students.

The College up to now has served mainly the people of Hawai'i, but with the shrinking of our global community, Honolulu CC's expertise increasingly will be put to work throughout the Pacific Basin, as the region continues to develop economically and technically. In this scenario, the College will cooperate with peer institutions and governments throughout the Pacific to assist them in fields in which Honolulu CC has expertise. At present, this includes transportation represented by the

College's programs in aviation mechanics, automotive technology, marine maintenance, and child care represented by the early childhood education program.

Next in line to serve as regional resources are occupational and environmental safety management and fire and environmental emergency response, both fast-growing programs in the developing fields of environmental services and emergency response. And finally there is computing, electronics, and networking technology which corresponds to HCC's expertise in computers, electronics, closed-circuit television, satellite communications, Internet resources, and related areas.

All this expertise places Honolulu CC among the leaders in technology in the Pacific, which is why the College also will continue to support a collaborative training initiative designed to boost work force modernization in the region. The Pacific Human Resource Development Center was established on the campus in 1994 to facilitate technical training throughout the Pacific islands. Participants include colleges in American Samoa, Micronesia, Guam, the Marshall Islands and the Northern Marianas, as well as Honolulu and Kapi'olani CCs and the University of Hawai'i at Mānoa.

All of Honolulu CC's initiatives, whether local or regional, will be pursued with an operating philosophy of education and training on demand. The objective is to open up opportunities for working people. The college operating philosophy can best be summarized as, "If you can provide education in such a way that people can consume it when they want it, then you'll be a winner and if you can't; you'll be left behind."

Honolulu CC will provide this "demand education" to tomorrow's students through improvements in delivery and use of technology. This will include more flexible credit policies, shortened instructional periods with more start dates, and greater reliance on competencies in evaluating and certifying students. It also will include greater use of technology-based delivery formats like television, videotape, interactive compact disks, and computer networks such as the Internet and World Wide Web.

Finally, the College will maintain currency in its programs through alliances with local businesses and national organizations such as the Partnership for Environmental Technology Education and the National Coalition of Advanced Technology Centers.

CAMPUS PRIORITIES

A. Providing Access to Quality Educational Experiences and Service to the State

1. HCC will continue to function as an active partner in DOE School-to-Work initiatives. This includes coordinating curriculum in vocational training and basic skills; working with media technology groups to provide curricula to the high schools through distance learning; supporting career education through informing career counselors of program requirements and career opportunities; developing exploratory classes in vocational fields for high school students; providing on site placement testing and readiness evaluation for high school students; and serving as the School-to-Work clearinghouse for DOE requests regarding apprenticeship and union participation island-wide.

2. HCC will continue to offer programs in the Associate in Arts, Associate in Science, Associate in Applied Science, and various certificate areas, maintaining its comprehensiveness in keeping with its differentiated mission. The College will continue to actively support a quality liberal arts program for both its transfer mission and the necessary integration of SCANS competencies into the technical-occupational programs.

3. HCC will support student access to programs through continuous development of distance learning opportunities through telecourses and the Internet.

4. HCC will provide access to programs to students in need of basic skills improvements to meet prerequisites the both credit and non-credit options through the Learning Center and the Office of Special Programs and Community Service.

5. HCC will develop a leadership role in utilizing the Enrollment Management model to service the college in providing its state wide and regional/Pacific Basin instructional and training programs.

6. HCC will utilize the developments in technology such as the internet to provide student support services in enrollment services.

7. HCC will develop a one-stop center to provide access to and coordinated support services for open-entry year-round credit and non-credit options in basic skills.

B. Implementing Differentiated Campus Missions and Functioning as a System

1. HCC will support the differentiation of campus missions through offering 13 instructional programs unique to the College, in addition to programs common to other campuses in the UH System.

2. HCC will continue to support the collective development of an Associate of Arts Degree through distance education, producing its approved portion of course offerings.

3. HCC will continue to offer a liberal arts curriculum which provides for full articulation with junior status to the University of Hawai'i campuses baccalaureate campuses.

4. HCC will continue to serve as the primary training and coordination center for Apprenticeship training programs on O'ahu.

5. HCC will continue its partnership with the Employment Training Center to provide access to at risk students who can profit from HCC programs.

6. HCC will work in partnership with UH Mānoa to coordinate options for housing for neighbor island students seeking access to the occupational technical programs offered at the college.

7. HCC will provide the student support services of academic and career counseling for the implementation of year-round offerings of selected technical-occupational programs.

C. Continuing to Champion Diversity and Respect for Differences

1. HCC will continue to support diverse learning styles and gender/ethnicity awareness through specialized training for faculty and staff.

2. HCC will develop, in partnership with other campus units, programs and activities such as a Summer Technology Camp to encourage and support women, minorities, and high-school to consider non-traditional technical-occupational programs.

3. HCC will seek to utilize technology to increase access to instruction for the disabled.

4. HCC will seek to develop programs targeted for under-prepared adult learners in partnership with the Employment Training Center.

5. HCC will support the transfer function to provide increased avenues for underrepresented minority students to prepare for transfer to University of Hawai'i baccalaureate campuses.

6. HCC will focus on increasing sex equity for the technical-occupational programs at the College.

7. HCC will develop and expand the student life development program to increase out-of-class learning opportunities for students to provide service to the community and to support student persistence.

8. HCC will develop and expand the on-campus student life program to provide for health education programming and provision of services in the Health Center, an increased orientation-first year experience, an expanded student center area and services for commuter students.

CAMPUS PRIORITIES

D. Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Role

1. HCC will continue to work with appropriate State agencies and businesses to support the development of Hawai'i as an international training site for the Pacific Rim in areas such as aviation, environmental technologies, emergency management, marine technologies, computer electronics and networking, ESL training, automotive maintenance, and child care.

2. HCC will continue its partnerships to assist emerging educational institutions in the Pacific develop training capabilities in specific technologies and/or develop joint training agreements for collaborative programs through the Pacific Postsecondary Education Council and the Pacific Human Resource Development Center.

3. HCC will participate in exploring and developing agreements that provide its students the opportunity for exchange with other community colleges on the mainland or in international locations.

E. Acquiring Resources and Managing Them with Accountability and Responsiveness

1. HCC will continue to evaluate the effectiveness of its programs through the use of Program Health Indicators and bench marking. Appropriate adjustments will be made continuously to keep programs technologically current.

2. Program Advisory Committees will be utilized to evaluate program performance, direction, scope, industry connectivity, and continuing need.

3. The College will close programs no longer necessary to support industry needs and develop new programs in emerging areas of technological development, utilizing reallocated resources whenever possible.

4. Sufficient funding will be sought to maintain quality in all instructional areas, keeping the campus current in appropriate technology programs and technological support, and maintaining staffing and class sizes appropriate to quality education.

5. Sufficient funding will be sought to provide student support services for the identified programs and activities.

6. HCC will seek to establish a grant writer position for the College to acquire the expertise needed as it seeks extramural funding.

FB 1997-99 Budget Request Priorities

As we move forward in implementing this plan, many actions can be initiated without any additional resources. However, a significant number of actions related to our priority directions will require substantial additional resources to accomplish.

For the 1997-99 Biennium, budget priorities are many, but our focus especially will be on the resource requirements, organized by the Strategic Plan priorities, as follows:

STRATEGIC PLAN GOALS	FY 1997-98			FY 1998-99		
	FTE-P	FTE-T	$	FTE-P	FTE-T	$
GOAL A: Providing Access to Quality Educational Experiences and Service to the State	9.00	0.00	751,082	9.00	0.00	672,757
GOAL B: Implementing Differentiated Campus Missions and Functioning as a System	0.00	0.00	0	0.00	0.00	0
GOAL C: Continuing to Champion Diversity and Respect for Differences	0.00	0.00	0	0.00	0.00	0
GOAL D: Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing Its International Role	0.00	0.00	0	0.00	0.00	0
GOAL E: Acquiring Resources and Managing Them with Accountability and Responsiveness	6.00	0.00	633,472	6.00	0.00	747,383
TOTAL	15.00	0.00	1,384,554	15.00	0.00	1,420,140

Planning Context

Kapi'olani Community College has an extensive liberal arts program, as well as several vocational programs offered at no other community college: Legal Education, Sign Language Interpreter Training, and several health service fields (Medical Assisting, Medical Lab Technology, Emergency Medical Services, Occupational Therapy Assistant, Physical Therapy Assistant, Radiologic Technology, and Respiratory Therapy). These and programs in business, food service and hospitality education will remain the core of the College's programs over the next several years. These areas of emphasis are closely tied to the State's economic direction and place the college in an important role in the economic development in the future.

While the fundamental mission will not change, there will be significant shifts and improvements in how instruction in these areas is delivered. These changes reflect both a response to increased demands for access and quality and to opportunities for improvement now possible through modern information technologies. Among these changes planned or anticipated are:

- Increasing improvements in educational technology and networked communications that greatly expand the information available to students, the communication among faculty and students, and the ability to deliver instruction to remote sites and other off-campus settings. While the changes that have already occurred are already promising, the near future will include even greater connectivity and potential for electronic interaction into the workplace and home. There is also a great need to find the best uses of these new technologies for effective learning.

- Increasing demand for different models of delivery that provide more flexibility not only in terms of when and where courses will be offered but also more flexibility in responding to the changing needs of businesses and students. The distinctions between degrees, credit, and non-credit will become more blurred as the college attempts to respond to differing needs of students over a lifetime of learning.

- Increasing value in instructional models that extend the traditional self-contained classroom through more interdisciplinary instruction, learning communities, and service learning where students integrate community service into their course work.

- Increasing importance of international education as a tool to both provide Hawai'i residents with the knowledge to succeed in the increasingly international community and also create an import industry for the State through edu-tourism.

- Increasing need to create within the college experience a system that is friendly to students, that promotes a sense of community among students, faculty, and staff, and that allows students to flow freely through the different parts of the University.

It is in response to these changes that Kapi'olani will seek to implement the following changes as part of the overall strategic plan for the University and the community colleges.

CAMPUS PRIORITIES

A. Providing Access to Quality Educational Experiences and Service to the State

1. Incorporate the appropriate uses of information technology into both the instructional programs and services to students, including exploring how to make the resources of the college available 24 hours a day to students and the community.

2. Emphasize teaching strategies that encourage interdisciplinary instruction, learning communities, and service learning.

3. Move to year-round operation beginning with vocational programs such as food service, hospitality education, and business.

4. Expand opportunities in the visitor industry programs, including the development of the Culinary Institute of the Pacific, expanded programs through the Waikiki Litelong Learning Center, and expansion of hospitality and tourism related offerings.

5. Continue programs to meet the employment demand in Hawai'i's health industry, including more bridges to baccalaureate and graduate programs for health students.

6. Play an active role in providing education through distance learning with an emphasis on delivering those programs and courses that are either uniquely available from the college or represent one of its areas of expertise.

B. Implementing Differentiated Campus Missions And Functioning as a System

1. Continue to emphasize the economic areas of health, business, legal education, visitor industry programs, and liberal arts in both credit and non-credit programs.

2. Improve the success of student transfer in areas such as business, travel industry management, education, engineering, biological sciences, foreign languages, art, and selected other baccalaureate majors.

3. Refocus and restructure the programs toward student outcomes and student goals rather than "artificial" distinctions such as traditional departments or credit/non-credit.

4. Work with the Department of Education to improve student readiness and transition into college vocational and liberal arts programs.

C. Continuing to Champion Diversity and Respect for Differences

1. Continue to develop programs to ensure adequate representation of women and minorities in programs, particularly those uniquely available through the college.

2. Develop policies, programs, and a campus physical environment that promotes a sense of community for faculty and students.

3. Integrate the college's international efforts with an emphasis on multi-cultural education, both on-campus and in programs carried out in or in conjunction with the local community.

D. Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Role

1. Develop special study certificates in Hawaiian studies and Asian/Pacific Island studies and incorporate more Hawaiian values and concepts into other programs.

2. Become a premier site for international students from Asia and the Pacific, including doubling the number of international students, expanding the English as a Second Language offerings, and continued development of effective international agreements.

3. Become a major site for the development of instructional resources related to Asia and the Pacific, including providing training, on-line resources, and connections between the mainland community colleges and Asia and the Pacific.

4. Continue to emphasize and develop the teaching of Hawaiian, Asian, and Pacific languages.

E. Acquiring Resources and Managing Them with Accountability and Responsiveness

1. Re-establish programs to ensure adequate support for faculty renewal and development, including research and development for curriculum change.

2. Fully implement a program of preventive maintenance and repair that will ensure continued quality in the physical environment of the college.

3. Raise private support for selected programs such as the Culinary Institute of the Pacific, the Waikiki Lifelong Learning Center, International Programs and the Char Asian/Pacific Room, student scholarships, and library support.

4. Develop additional systems for management using information technology, including improved decision support for enrollment and class management, and systems that support restructured workflow and decision making.

FB 1997-99 Budget Request Priorities

As we move forward in implementing this plan, many actions can be initiated without any additional resources. However, a significant number of actions related to our priority directions will require substantial additional resources to accomplish.

For the 1997-99 Biennium, budget priorities are many, but our focus especially will be on the resource requirements, organized by the Strategic Plan priorities, as follows:

STRATEGIC PLAN GOALS	FY 1997-98			FY 1998-99		
	FTE-P	FTE-T	$	FTE-P	FTE-T	$
GOAL A: Providing Access to Quality Educational Experiences and Service to the State	10.00	10.00	985,180	14.00	10.00	1,114,492
GOAL B: Implementing Differentiated Campus Missions and Functioning as a System	0.00	0.00	0	0.00	0.00	0
GOAL C: Continuing to Champion Diversity and Respect for Differences	0.00	0.00	0	0.00	0.00	0
GOAL D: Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Role	0.00	0.00	0	0.00	0.00	0
GOAL E: Acquiring Resources and Managing Them with Accountability and Responsiveness	3.00	0.00	1,024,862	3.00	0.00	1,039,367
TOTAL	13.00	10.00	2,010,042	17.00	10.00	2,153,859

KAUA'I COMMUNITY COLLEGE

Planning Context

Kaua'i Community College's strength and purpose are manifested through the commitment of faculty and staff to a cluster of core educational values. These values which will guide Kaua'i CC in the years to come are: comprehensive educational programs that meet Kaua'i's needs; a community orientation that emphasizes building partnerships and service; a caring campus culture for students and staff; a commitment to continuous professional development for faculty and staff; and exemplary, well maintained facilities and grounds.

The College community considers itself to be working in partnership with its students. The College is committed to meeting student expectations as it makes its institutional expectations clear to the students. The college philosophy is that it works with people to find out what their needs are, then match its resources to their needs to they can reach their educational goals.

The College sees itself as a partner to the different constituencies it serves, whether they're businesses or unions or schools or government agencies. Building community is a theme that is consistently the focus of the College's partnership activities.

In line with this philosophy, Kaua'i CC intends to strengthen and refine its ongoing relationships with Garden Isle employers and employee organizations, which it already serves through credit and non-credit instruction. The classroom activities are enhanced through cooperative education, internships and customized instruction. It will develop more fully its School-to-Work partnerships with the Department of Education, expanding upon the successes of 2 + 2 and Tech Prep projects that have prepared Kaua'i high schools students for college studies and/or careers.

To expand access, the College will intensify its recruitment and retention efforts emphasizing its efforts to reach our Native Hawaiian and Filipino communities. In addition, the College will greater use of televised instruction, including courses beamed in from other UH campuses via the Hawai'i Interactive Television System (HITS), and courses televised from Kaua'i CC via cable television into our community.

The College will expand access to baccalaureate and graduate programs and other academic programs by serving as the University Center for he island of Kaua'i. The Center will provide supportive services for a variety of educational needs including computer resources, library resources and facilities. Kaua'i residents will be able to utilize the resources of the University of Hawai'i system through the University Center.

As the island's economic base shifts from agriculture to tourism, Kaua'i CC will increase its selection of customized classes it provides for the visitor industry. It will continue to work in partnership with the Kaua'i Economic Development Board and with County and State agencies to diversify Kaua'i's economic base. Customized courses to meet economic development priorities will be taught to train our workforce.

On campus, Kaua'i CC will boost the vitality and expertise of all its faculty and staff by continuing to support professional improvement. The college will be challenged in providing meaningful interaction between students and faculty through the use of appropriate educational resources. Efforts to increase its private donor support will be made to diversify the College's financial base of support.

The College is becoming the cultural center of the island with the recent completion of the new Performing Arts Center. The Center serves as a gathering place for community enjoyment of culture and the arts. The Center will assist the College in strengthening its offerings in performing arts.

Kaua'i CC plans to make "high tech/high touch" a reality through the increase use of computers by students, faculty, and staff. Our hope is that we can combine the strength of a small campus with the advantages of computer technology to enable faculty and students to interact in a meaningful way in their educational journey.

As we move forward in implementing this plan, many actions can be initiated without additional resources. However, a significant number of actions related to our priority directions of: providing access to students, becoming a university center; serving as a cultural center; and providing for the basic technological infrastructure for our computers, will require substantial additional resources.

CAMPUS PRIORITIES

A. Providing Access to Quality Educational Experiences and Service to the State

1. To provide access to educational programs through the use of technology. Faculty, staff and students will be connected to computer networks and interactive television to provide access to information.

2. To provide for quality programs focusing on student outcomes such as student retention and sophomore retention. Increased efforts will be made to provide educational offerings at the second year level to increase options for our students.

3. To provide service to our island community and to the economically disadvantaged, the dislocated workers through such workforce development programs funded through the Job Training Partnership Act.

4. To increase our partnership activities so that students can have quality interaction at the workplace through collaborative projects with the County of Kaua'i, Employers, and Unions.

5. To provide access to our programs targeting the recruitment and retention of Native Hawaiian students, the educationally disadvantaged and persons with disabilities.

6. To serve as a cultural center of Kaua'i with extensive use of the recently built Kaua'i CC Performing Arts Center.

CAMPUS PRIORITIES

B. Implementing Differentiated Campus Missions And Functioning as a System

1. To be a comprehensive community college serving a neighbor island community within the resources allocated to the college. To utilize distance education to provide a breadth and depth of course offerings.

2. To be a health community with a health center that will focus on wellness, prevention rather than treatment.

3. To be the technology center for the island where ideas can be translated to economic development opportunities for the island.

4. To serve as the University Center to implement the Board of Regents policy of creating associate, baccalaureate and graduate offerings to the residents of Kaua'i.

C. Continuing to Champion Diversity and Respect for Differences

1. To continue its emphasis on Hawaiian Studies with a several prong approach to reaching out to the community: Offering of language courses in Kapaa, Waimea, and Puhi. Developing a taro project on campus, and reaching out to our Niihauan community using technology, to develop a community canoe project integrating the sciences with traditional Hawaiian craft.

2. To continue to provide opportunities for our college to meet the needs of our Filipino students which represent 30% of the College's enrollment.

3. To provide for quality interaction among the college constituencies so that our diversity can be strengthen through unity of values and vision.

D. Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Role

1. To continue our focus on study abroad opportunities for students from Japan and New Zealand to visit Hawai'i as well as our students/faculty studying abroad. Agreements with the University of the Ryukyus, Okinawa Christian Junior College, Chiba Keizai College and other institutions will be strengthened.

2. To develop an international educational focus with the construction of a Japanese Tea House and Garden.

E. Acquiring Resources and Managing Them with Accountability and Responsiveness

1. To provide for the professional and technical support services for the new Performing Arts Center.

2. To provide for technical support for the continued development of computing resources for administrative, instructional and community service uses.

CAMPUS PRIORITIES	
3.	To provide for basic utility services including telephone and electricity. To keep pace with the recent 22% rate increase granted by the Public Utilities Commission to Kaua'i Electric.
4.	To develop the College as a Garden in keeping with our island's designation as The Garden Island.
5.	To diversity the College financial base through a variety of funding sources including federal, county and private gifts and grants.
6.	To provide for the full development of the 200 acres through the completion of the Long Range Development Plan
7.	To provide for the necessary financial resources to support the full funding of positions due to retirements and other personnel factors.

FB 1997-99 Budget Request Priorities

As we move forward in implementing this plan, many actions can be initiated without any additional resources. However, a significant number of actions related to our priority directions will require substantial additional resources to accomplish.

For the 1997-99 Biennium, budget priorities are many, but our focus especially will be on the resource requirements, organized by the Strategic Plan priorities, as follows:

STRATEGIC PLAN GOALS	FY 1997-98			FY 1998-99		
	FTE-P	FTE-T	$	FTE-P	FTE-T	$
GOAL A: Providing Access to Quality Educational Experiences and Service to the State	2.00	0.00	92,418	2.00	0.00	92,418
GOAL B: Implementing Differentiated Campus Missions and Functioning as a System	5.00	0.00	300,000	5.00	0.00	300,000
GOAL C: Continuing to Champion Diversity and Respect for Differences	0.00	0.00	0	0.00	0.00	0
GOAL D: Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing Its International Role	0.00	0.00	0	0.00	0.00	0
GOAL E: Acquiring Resources and Managing Them with Accountability and Responsiveness	10.50	0.00	694,751	10.50	0.00	784,144
TOTAL	17.50	0.00	1,087,169	17.50	0.00	1,176,562

LEEWARD COMMUNITY COLLEGE

Planning Context

Leeward Community College opened in 1968 and did not grow out of an existing technical school. Its new facilities in a hitherto under served area attracted many students, particularly in the liberal arts transfer program. For many years, it was the community college with the largest student enrollments.

The College appreciates the need for closer relationships with other agencies as a means of providing appropriate curricular responses. There is also recognition of the needs of military personnel in the area. The faculty and staff are "committed to participating actively in a wide range of outreach and alternate delivery programs, and are prepared to develop new approaches and utilize new technologies as required by changing conditions in the community."

Leeward Community College is well aware of its potentially significant role in the development of the West O'ahu area in the immediate future. If the College is able to respond effectively, it can, joined by the University of Hawai'i-West O'ahu at a later date, have a positive impact on what is to become the second urban center of O'ahu.

Leeward's commitment to outreach services is illustrated in the establishment of its Waianae Center. The appeal of its offerings should be monitored so that they will continue to serve the community. LCC has an unusual opportunity to make a significant contribution to this geographic area.

Poised at the intersection of central O'ahu and the burgeoning 'Ewa plain, Leeward Community College sees its mission as assisting with the development of a new economic base and a new sense of community in the region. The College will continue to live its motto, "To Help People Learn," as it supports residents in realizing new dreams by providing retraining for displaced sugar workers, by helping welfare recipients gain job skills, and by inspiring honors students to become tomorrow's leaders.

Leeward's sphere of excellence has long been the liberal arts and sciences. The college provides its students with a strong educational foundation that can serve as a base for whatever specialization they choose.

To achieve this, creative faculty will emphasize knowledge of the sciences, essential for an increasingly technological economy, and leaven that emphasis by teaching students to understand and express themselves through the arts. Understanding of social problems through a secure sense of values will enable students to influence their world. Communication skills will include inter-cultural understanding as well as the ability to write with clarity and speak with confidence.

The College also will continue to offer high quality vocational programs that prepare students to take their places in Hawai'i's economy. Some of these programs will grow from the liberal arts and sciences, as have the Television Production and Commercial Music programs, and perhaps future programs in Substance Abuse Counseling and Environmental Technology. Others will respond to needs in Business, Automotive Technology, and Food Services; while still others, such as Information and Computer Science, will help define emerging occupations.

The College also will continue to enrich the community and its students with its outstanding theater. Visiting performers such as the Peking Acrobats, Kodo Drummers and Ballet Folklorico de Brazil

bring the world's rich cultures to the Leeward community, while student actors, dancers and musicians gain confidence and skills through the opportunity to perform in a fine theater.

For students, Leeward's commitment "To Help People Learn" means continuing to boost educational confidence through programs such as Hana Like, which smooths the transition to college by grouping incoming freshmen according to majors, and leading them together through their first semester of studies. For faculty, it means a continuing commitment to staff development programs such as Return to Industry, which helps vocational instructors stay current with the latest equipment and procedures in their fields.

For teaching, it means educational initiatives such as "learning communities," which bring together instructors from different disciplines to develop and teach their courses in a way that makes plain the connections between their subjects. And for the community, it means responding rapidly to changing economic and training needs, through both credit degree programs and short-term non-credit instruction.

Above all, the faculty and staff at Leeward will continue to build a supportive environment that improves people's learning ability and shows them the "big picture" so they can make informed decisions about life and work. From this will come the renaissance students Hawai'i needs to thrive -- students with broad intellectual interests and the skills to help our State play a vital role in the nation and the world.

CAMPUS PRIORITIES

A. Providing Access to Quality Educational Experiences and Service to the State

1. Strengthen student academic skills not only in reading, writing, critical thinking and quantitative reasoning, but also in oral communication, group cooperation, research and use of information technology.

2. Increase student access to education through distance education methods.

3. Improve transition of students from high school to college.

4. Improve placement of graduates.

5. Work with community members to develop vocational programs, both credit and non-credit to meet community needs.

B. Implementing Differentiated Campus Missions And Functioning as a System

1. Strengthen relationships with our community by:

   A. Creating greater community awareness of LCC
   B. Contributing to our communities and developing a service-oriented presence
   C. Expanding community awareness, understanding and communication of multi-cultural values

2. Create educational partnerships with the University of Hawai'i at West O'ahu.

C. Continuing to Champion Diversity and Respect for Differences

1. Enrich the campus spirit of community and cohesiveness

2. Create a sense of campus identify

3. Expand student, faculty and staff awareness, understanding and communication of multi-cultural values.

D. Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Role

1. Prepare students for participation in a global society

2. Provide opportunities for faculty, students and staff to study abroad

3. Recruit more international students to LCC

4. Increase campus communication

CAMPUS PRIORITIES
E. Acquiring Resources and Managing Them with Accountability and Responsiveness 1. Pursue resource development by: A. Increasing donations to the college B. Increasing the percentage of college revenues which are generated through grants and marketing of college expertise. 2. Expand connections between the credit and non-credit program. 3. Expand interdisciplinary connections.

FB 1997-99 Budget Request Priorities

As we move forward in implementing this plan, many actions can be initiated without any additional resources. However, a significant number of actions related to our priority directions will require substantial additional resources to accomplish.

For the 1997-99 Biennium, budget priorities are many, but our focus especially will be on the resource requirements, organized by the Strategic Plan priorities, as follows:

STRATEGIC PLAN GOALS	FY 1997-98			FY 1998-99		
	FTE-P	FTE-T	$	FTE-P	FTE-T	$
GOAL A: Providing Access to Quality Educational Experiences and Service to the State	9.00	0.00	909,611	9.00	0.00	880,430
GOAL B: Implementing Differentiated Campus Missions and Functioning as a System	0.00	0.00	0	0.00	0.00	0
GOAL C: Continuing to Champion Diversity and Respect for Differences	0.00	0.00	0	0.00	0.00	0
GOAL D: Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing Its International Role	0.00	0.00	0	0.00	0.00	0
GOAL E: Acquiring Resources and Managing Them with Accountability and Responsiveness	6.00	0.00	768,466	6.00	0.00	850,711
TOTAL	15.00	0.00	1,678,077	15.00	0.00	1,731,141

MAUI COMMUNITY COLLEGE

Planning Context

Telecommunications, computing and television technologies distinguish Maui Community College from other campuses. Through Skybridge, a two-way audio/video teleconferencing network, MCC is able to offer courses at its educational centers in Hana, Lana'i City and Kaunakakai, Moloka'i. Through its campus- and county-wide computer network, students communicate with faculty and access the Internet, World Wide Web, and other on-line library resources from any one of the College's education centers. The tri-isle character of its community requires inventive and aggressive approaches to ensure access to higher education and quality programs and services.

In addition, MCC will start the first University of Hawai'i Center. The University Center will continue to support degrees from other UH institutions including: (1) UH Mānoa's Bachelor's degrees in Nursing, Education, and in Liberal Studies; (2)UH Mānoa's graduate programs offered by the College of Business Administration, College of Education and the School of Social Work; (3) UH West O'ahu's Bachelor of Arts degree in Professional Studies; (4) Honolulu Community College's Fire Science and Kapi'olani's Emergency Medical Technician programs. This role will include other options as needs are validated and resources permit. As various components of the University of Hawai'i actively respond to the State's needs in higher education, sharing physical facilities and logistic support will become increasingly necessary. This has been already accomplished to some degree at MCC, due to its cooperative faculty and staff.

MCC's growth in its credit and non-credit student population reflects its responsiveness to community needs. In addition to business, food services, hotel operations, human services, selected skilled trades, and liberal arts, Maui CC expects to emphasize health care, computing and electronics, and alternative/renewable energy programs. Community assets such as the visitor industry, the supercomputer, the research and technology park, Science City, and comprehensive health care facilities will guide future growth in instructional programs. Community needs for human and public services, environmental concerns, commercial development, and a highly skilled technical workforce will additionally influence the College's program directions.

Extramural grant opportunities, foundation development, and entrepreneurial initiatives will continue to augment College resources. Private funds initiated a Visitor Industry Training and Education Center which enables Maui County visitor industry employees to enter or upgrade their employment status. Public grants as the ones from the County of Maui represent arenas of shared priority and point to the potential for more collaboration with other community entities who have common goals. Furthermore, because of the steady influx of non-English speakers to Maui, both immigrants and visitors, emerging ESL instruction supported by the College could grow into a small industry in itself or perhaps into an international language center.

To accommodate past and projected growth, remodeling and constructing a new physical plant are high priorities. At the Kahului campus as well as on Moloka'i, interest in credit and non-credit programs continues to expand. On Maui plans for facilities and programmatic improvements coincide with economic development needs and prospects including linkages with the Maui Research and Technology Center, the Maui High Performance Computing Center, Science City atop Haleakala, the visitor industry, and emerging businesses. On Moloka'i and eventually on Lana'i, larger and more appropriate facilities are required to meet community interest in higher education and training.

The College is in the midst of a comprehensive redesign process that asks faculty and staff to envision sustainable economic development in the County over the coming decade and to plan how the College can best contribute to it. The objective is to determine how Maui can take sequential steps, from producing graduates ready for the "high-performance workplace" to graduating citizens ready to contribute to a "high-performance communities." Its recently revised mission statement and updated Academic Development Plan stem from this overall process of redesign and vision.

To actualize this vision, Maui CC commits to empowering students through learning. By giving students access to superior programs and a variety of learning resources, by showing them how to learn, by teaching them to take responsibility for their own education throughout their lives, and by serving as an example, the College community expects its graduates to achieve their goals and contribute to their communities. The College faculty and staff are dedicated to fulfilling its mission: "...to exemplify a spirit of excellence by providing a learning environment that encourages and enables the people of Maui, Moloka'i, and Lana'i to realize their highest aspirations..."

CAMPUS PRIORITIES

A. Providing Access to Quality Educational Experiences and Service to the State

1. Reinforce community-based curricular development and instructional comprehensiveness, competitiveness, and excellence

2. Strengthen and support technical programs through more active Provost's Advisory Council and Program Advisory Committee involvement in Program Health Indicators review and implementation plans

3. Develop and expand professional development opportunities for faculty and staff

4. Create and expand effective partnerships with business, government, community groups, and other educational institutions

B. Implementing Differentiated Campus Missions And Functioning as a System

1. Establish University Center on Maui and expand bachelor's, master's, and associate's degree options currently unavailable

2. Explore and apply tri-isle distance education experiences to other communities and venues where unmet needs may exist

C. Continuing to Champion Diversity and Respect for Differences

Continue programs and practices that enrich campus diversity and expand multi-cultural educational initiatives

D. Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Role

1. Respond to growing Hawaiian Language and Studies interest

2. Expand Asian and Pacific institutional linkages through agreements for student and faculty exchanges and other international educational programs

3. Establish Maui Language Institute to provide ESL and other intensive language instruction

4. Explore telecommunications-supported international education program development

CAMPUS PRIORITIES	
E.	**Acquiring Resources and Managing Them with Accountability and Responsiveness**
1.	Continue the implementation of MCC's Facilities Master Plan which identifies Building N (Media Telecommunications and Distance Education), Building P (Food Services and Culinary Arts) in the next phase
2.	Relocate and construct a Moloka'i Education Center to meet the island's current and emerging higher education and training needs
3.	Digitize the current analog SkyBridge tri-isle interactive microwave system so that more instructional video, data, and voice channels may be available
4.	Pursue fiscal stabilizing strategies that insure sustainable growth
5.	Continue to apply for extramural and to solicit private funds to support College priorities
6.	Design and implement a comprehensive campus energy conservation plan as well as a detailed emergency disaster management plan
7.	Create and implement an Annual Preventive Facilities and Equipment Maintenance Schedule
8.	Develop and implement a Comprehensive Student Support System to maximize student achievement with available resources

FB 1997-99 Budget Request Priorities

As we move forward in implementing this plan, many actions can be initiated without any additional resources. However, a significant number of actions related to our priority directions will require substantial additional resources to accomplish.

For the 1997-99 Biennium, budget priorities are many, but our focus especially will be on the resource requirements, organized by the Strategic Plan priorities, as follows:

STRATEGIC PLAN GOALS	FY 1997-98			FY 1998-99		
	FTE-P	FTE-T	$	FTE-P	FTE-T	$
GOAL A: Providing Access to Quality Educational Experiences and Service to the State	4.00	0.00	354,960	4.00	0.00	373,692
GOAL B: Implementing Differentiated Campus Missions and Functioning as a System	6.50	0.00	300,000	6.50	0.00	300,000
GOAL C: Continuing to Champion Diversity and Respect for Differences	0.00	0.00	0	0.00	0.00	0
GOAL D: Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Role	0.00	0.00	0	0.00	0.00	0
GOAL E: Acquiring Resources and Managing Them with Accountability and Responsiveness	5.00	0.00	427,333	7.00	0.00	587,331
TOTAL	15.50	0.00	1,082,293	17.50	0.00	1,261,023

WINDWARD COMMUNITY COLLEGE

Planning Context

Windward Community College was the last of the four O'ahu community colleges to be established, and it remains the smallest of the four in terms of student enrollment. New and much needed physical facilities are being planned for this college which opened in 1972. WCC, in addition to offering credit courses during the day and evening, enriches the Windward area through its various cultural programs. One of these, Ho'olaule'a, a festival of music and dance, annually attracts thousands of individuals to the campus.

Windward Community College has waited for almost a score of years for a plan to construct much needed new buildings and to remodel some of its existing facilities. After 18 years of operation, the campus has no food service facility. Office and instructional space, in many instances, is inadequate. Despite these handicaps, faculty and staff have remained supportive of College goals. They, as well as the students, want to retain the friendly ambiance of their College.

The liberal arts program dominates the curriculum at the moment. Windward has a limited number of vocational programs. A community survey has been conducted to assess the occupational areas which should be offered to serve Windward O'ahu. The results will be incorporated into the next academic development plan. The construction of new physical facilities should greatly help expansion into vocational areas.

The faculty and staff at Windward Community College call themselves Ka Ma lamalama O Ko'olau; and as Ma lamalama in Hawaiian means "light of knowledge," this name reflects their commitment to bringing knowledge to the people of Windward O'ahu.

The campus is also known, quite simply, as The College of the Ko'olaus, reflecting the strong sense of attachment that faculty and staff have for the region they serve. This is manifested through a pervasive sense of 'ohana on campus, and through the College's desire to serve as a cultural center and community resource while providing students with a vibrant educational link to the world at large.

The capital improvements happening on the campus now will really help take the college into a new era of educational and cultural experiences for Windward residents. The college will be making substantial improvements to its instructional programs in the sciences and humanities, and reaching out to a broader spectrum of people especially young people, who it wants to encourage to go to college.

By the time this year's high school freshmen have graduated, Windward CC will have made significant strides toward becoming a cultural center for Windward O'ahu. Its curriculum in Hawaiian and Polynesian studies will be enhanced through community support and the participation of various cultural organizations in campus-based studies and activities. Its science curriculum will build an even stronger foundation for continued study or careers in fields such as marine biology, pharmacology, astronomy and volcanology; and its creative arts curriculum will continue to attract talented students of drama, drawing, painting, photography and ceramics.

The College also envisions doors continuing to open for students through their participation in strong writing and journalism programs. Moreover, educational opportunities throughout the College will extend beyond reading, writing and math to include computer literacy and information-access skills.

Above all, however, Windward CC will be known for its caring personality, for its dedication to bringing out the potential in each student, and for its Hawai'i-focused studies from earth and planetary sciences to Hawaiian language, music and culture. Students will be able to choose from courses that link Hawaiian, Asian-Pacific and global perspectives across the disciplines, and will be able to discuss their discoveries via the Information Superhighway with counterparts all over the planet.

Windward CC's library will grow as a repository for the written word, but it also will become a resource for connecting with the electronic information industry. As the College expands its use of the Internet, so too will it serve the rural North Shore by using the Hawai'i Interactive Television System to bring in-service education to the residents of those communities.

Beyond the distinction Windward holds for teaching excellence, the College is known for the programs it sponsors that are of special value to the community. These will continue to include speaker series, public forums, theatrical presentations, and special events such as the annual Ho'olaule'a and Taro Festival. All these events will reflect an expertise found at the College, or a need brought forward by the community.

CAMPUS PRIORITIES

A. Providing Access to Quality Educational Experiences and Service to the State

1. Restoration of basic support to instruction including equipment upgrades, library books and other materials, media materials, and staffing of services related to the operation of several computer laboratories.

2. Expansion of community services programming particularly within the renovated community services facility to open fall of 1996.

B. Implementing Differentiated Campus Missions And Functioning as a System

1. Enhance the liberal arts course offerings to support the AA degree, general education, science education, and writing intensive efforts.

2. Restructure the vocational-technical programs to provide access to broader career clusters.

3. Enhance student learning through collaborative student teacher service learning projects.

C. Continuing to Champion Diversity and Respect for Differences

1. Create an interdisciplinary Hawai'i focused emphasis of studies to include language, culture, history, politics, and science

2. Enhance the Hawaiian and Pacific Island curriculum to honor and respect the social diversity of the campus in the greater Pacific context.

D. Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Role

1. Continue to showcase the Hawaiian and Pacific Islands through cultural programming.

2. Expand international sister-college relationships including, in particular, the tribal universities of New Zealand.

E. Acquiring Resources and Managing Them with Accountability and Responsiveness

1. Continue development of new facilities including the Humanities complex, the Campus Center, and related campus infrastructure improvements including water, sewer, electric utilities, the roadway entrance, and parking facilities.

2. Improvements to the campus telecommunications infrastructure including a modern telephone system reach all buildings, data lines, video lines into serval buildings including all new and renovated buildings currently in place.

3. Restoration of significant faculty and staff development opportunities including affordable sabbatical leaves and professional travel.

4. Creation and implementation of the campus technology plan.

FB 1997-99 Budget Request Priorities

As we move forward in implementing this plan, many actions can be initiated without any additional resources. However, a significant number of actions related to our priority directions will require substantial additional resources to accomplish.

For the 1997-99 Biennium, budget priorities are many, but our focus especially will be on the resource requirements, organized by the Strategic Plan priorities, as follows:

STRATEGIC PLAN GOALS	FY 1997-98			FY 1998-99		
	FTE-P	FTE-T	$	FTE-P	FTE-T	$
GOAL A: Providing Access to Quality Educational Experiences and Service to the State	0.00	0.00	92,000	0.00	0.00	92,000
GOAL B: Implementing Differentiated Campus Missions and Functioning as a System	0.00	0.00	0	0.00	0.00	0
GOAL C: Continuing to Champion Diversity and Respect For Differences	0.00	0.00	0	0.00	0.00	0
GOAL D: Strengthening The University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing Its International Role	0.00	0.00	0	0.00	0.00	0
GOAL E: Acquiring Resources and Managing Them with Accountability and Responsiveness	1.00	0.00	484,801	2.00	0.00	665,475
TOTAL	1.00	0.00	576,801	2.00	0.00	757,475

EMPLOYMENT TRAINING CENTER

Planning Context

The primary focus of the Employment Training Center is job training for populations who are classified as "at risk" or "hard to serve." In its 28 years, it has delivered training programs in food service, auto repair, construction occupations, and office technology to the civilian community and military personnel. In 1994-95, ETC served 2,986 persons, 1,606 of whom were in the Military Occupational Specialty Improvement training program or other special contract programs.

In the past, ETC has relied on federal military contracts, but is now looking increasingly to the State for support. It works closely with the State Departments of Education and of Labor, and is meeting a unique training need in a flexible and effective way.

It's been said that a society is only as strong as the least of its citizens, which is why our Colleges remain committed to providing an avenue of advancement for Hawai'i residents considered to be "at-risk." The Employment Training Center is the only unit within our system devoted solely to this objective, and in the years to come, it hopes to expand in its role as a transition center that helps students find employment, complete a high school education, and/or advance into a degree program at one of our Community Colleges.

Guiding people through positive life transitions is what ETC is all about. The at-risk population in Hawai'i includes under-educated and unemployed adults, recent immigrant, and alienated high school students. ETC will continue to provide the counseling, instruction and support services all these individuals need to define and reach their learning and/or earning goals.

"It's not 'How smart is the student?' but 'How is the student smart?'" This sentiment could be ETC's motto; it captures the unit's determination to meet student learning needs with flexible, individualized approaches. ETC can be described as a second-chance institution that focuses on individual needs. Its faculty and staff try to meet its students where they are and help them get where they want to be in life.

The bulk of the Center's clientele is 20 to 40 years old; and for these people the emphasis is one assessment of skills and interests, followed by job training, including basic academic skills and language classes if necessary.

One of ETC's other principal goals is to have much closer contact with industry in terms of quick-response curriculum development and workplace exposure for its students. As part of this effort, ETC will continue to expand its internship program by establishing new partnerships with Hawai'i employers in the fields of office administration, construction, facilities maintenance, food service, and auto body repair. The internships will provide valuable experience for ETC students, and in exchange, ETC will receive constant input on the quality and relevance of its instruction.

ETC also will continue to strengthen its relationships with Honolulu and Kapi'olani Community Colleges, which made room for ETC instructional programs after the Center's Pensacola Street campus was closed in 1992. This "shared site" arrangement with the O'ahu Colleges has proved especially beneficial to ETC students, who through exposure to the college environment, have improved their attendance and academic

performance and begun to aspire to higher goals. This effect will be reinforced with increased collaboration in the years to come.

And for at-risk high school students, there will be more efforts like Project Pueo, a cooperative effort with the State Department of Education that brings career-focused alternative learning opportunities to substantial numbers of at-risk Windward O'ahu teens. Students get more individualized attention in these programs, improving their self-concept as they earn high school credits and learn about the possibility of continued education and training. Alienated teens represent about a third of the ETC's clientele, and the Center is working to expand such specialized programs at interested high schools.

CAMPUS PRIORITIES	
A.	**Providing Access to Quality Educational Experiences and Service to the State**
1.	Seek out and monitor state workforce needs and respond with customized education and training programs.
2.	Offer quality training programs that prepare students with workplace competencies and foundation skills which promote lifelong learning.
B.	**Implementing Differentiated Campus Missions And Functioning as a System**
5.	Seek even closer and more effective collaborative ventures with the Department of Education to serve at-risk youth and develop a true "middle college" capability.
C.	**Continuing to Champion Diversity and Respect for Differences**
1.	Strengthen ETC's ability to serve the hardest-to-serve students by providing vital professional development and by providing special resources to students.
D.	**Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Role**
E.	**Acquiring Resources and Managing Them with Accountability and Responsiveness**
1.	Expand our capacity to serve community workforce needs by actively seeking additional resources, contracts and grant through collaborative partnerships with private and public entities.
2.	Maintain and improve program effectiveness through various measures of instructional and educational accountability. Be accountable both for what we teach and how effectively we teach it. Report all measures of accountability in a timely and accessible manner.

FB 1997-99 Budget Request Priorities

As we move forward in implementing this plan, many actions can be initiated without any additional resources. Moreover, many of our initiatives center around collaborative programs with other agencies and funding sources.

However, while we anticipate that moving into facilities at Honolulu Community College will greatly

increase opportunities to strengthen our relationships with the Departments of Education and Labor, the succession of moves and the conversion of a number of faculty positions to tenure track has significantly eroded our ability to respond quickly to industry needs and collaborative opportunities. Therefore, our primary funding request is simply to restore the budget shortfall with respect to salaries.

For the 1997-99 Biennium, we will focus especially on the resource requirement organized by the Strategic Plan priorities as follows:

STRATEGIC PLAN GOALS	FY 1997-98			FY 1998-99		
	FTE-P	FTE-T	$	FTE-P	FTE-T	$
GOAL A: Providing Access to Quality Educational Experiences and Service to the State	0.00	0.00	0	0.00	0.00	0
GOAL B: Implementing Differentiated Campus Missions and Functioning as a System	0.00	0.00	0	0.00	0.00	0
GOAL C: Continuing to Champion Diversity and Respect for Differences	0.00	0.00	0	0.00	0.00	0
GOAL D: Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Role	0.00	0.00	0	0.00	0.00	0
GOAL E: Acquiring Resources and Managing Them with Accountability and Responsiveness	0.00	0.00	14,904	0.00	0.00	14,904
TOTAL	0.00	0.00	14,904	0.00	0.00	14,904